

How we teach Geography at Anglesey

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Our School Vision:

Inquisitive, Resilient, Independent

At Anglesey, we are a vibrant and nurturing school community, where children are given the skills to become, inquisitive, resilient, independent learners.

Our curriculum provides a range of creative, challenging and inspiring experiences for all. This equips our children with the life skills to be happy, flourish and be successful...*Today, tomorrow and in the future.*

1. Subject Vision Statement

At Anglesey, we think that Geography gives pupils the chance to ask questions about the world they live in and deepen their awareness of our place in it. Children are encouraged to get a better understanding and knowledge of the world, as well as their part in it. We strive to educate pupils with a comprehensive and balanced Geography curriculum, exposing them to a variety of viewpoints and sources so that they can make their own opinions about the world they live in.

Our curriculum allows children to learn about a variety of locations and build a diverse geographical perspective. The curriculum is also rich in depth, allowing pupils to think like geographers and return to themes throughout their primary school careers to consolidate skills and concepts.

As we introduce children to many components of the Earth, we hope to inspire a sense of awe and wonder in them.

We aim to instil in children a lifelong curiosity and fascination with the world and its people; to foster children's interest and understanding of diverse places, people, resources, and natural and human environments, as well as a deep understanding of the Earth's key physical and human processes. The curriculum is intended to build knowledge and abilities that are progressive and transferable during their time at Anglesey Primary School, as well as to their subsequent schooling and beyond.

Geography begins in Nursery at Anglesey, with children exploring their surroundings and acquiring an awareness of the world. Key skills and information are regularly developed throughout their stay at Anglesey to help produce enquiring, internationally aware citizens.

Place, Networks, and Sustainability are the three core ideas taught in geography. These concepts allow students to gain a deeper understanding of the world around them. By understanding these three core concepts, students can gain a deeper understanding of the world around them and the challenges we face. They can also use this knowledge to make informed decisions about the future of our planet.

2. Subject Implementation

It is the first opportunity to see how a child interacts with their environment and how the environment influences them in the Early Years. Staff adhere to the Early Years Foundation Stage (EYFS) Statutory Framework, which aims to help children make sense of their physical world and community by allowing them to explore, observe, and learn about people, places, technology, and the environment - the first step towards becoming a geographer.

Teachers maintain strong ties to the National Curriculum guidelines in KS1 and KS2 to ensure that all aspects, knowledge, and skills of Geography are taught throughout all year groups.

Geography lessons are planned coherently, skills and knowledge are developed and built upon each year so that progression can be seen clearly across the school. From our youngest children in Early Years to our eldest in Year Six, all children are exposed to fundamental geographical concepts each year, allowing them the opportunity to explore, develop, and embed their skills, knowledge, and understanding.

The geography curriculum expands students' geographical knowledge beyond their local area to the rest of the world. This includes knowledge of human and physical features, as well as geography and fieldwork techniques.

All students will have the opportunity to improve their skills and conduct fieldwork using maps and atlases (both physical and digital). Fieldwork allows students to use their geographical skills in a real-world context while also exploring their local area and its features. While distinguishing work for all abilities, we will acquire deep subject knowledge and vital skills. From EYFS through the end of KS2, students will be taught a variety of geographical terms both locally and globally.

Through, self and peer evaluation the children will discuss what they have done well and what they will need to continue to practise and develop in order to continue to improve 'working as a geographer' through those concepts.

3. Meeting the aims of the National Curriculum

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

3. Meeting the aims of the National Curriculum

In Key Stage 1:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

3. Meeting the aims of the National Curriculum

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

4. Curriculum Topic Overview

	Autumn	Spring	Summer
Nursery	Place Home, school Where do I live?	Sustainability Weather What are the four seasons?	Networks Trade
Reception	Place Birmingham- What is good about where I live? Name & locate Maps	Sustainability The Four Seasons	Networks Modes of transport
Year 1	Place Capitals, UK, continents & oceans, compass points What is a continent?	Sustainability What is weather like in the UK?	Networks Roads, water and air transport
Year 2	Place Hot and cold places	Sustainability Oceans What is a coast?	Networks Transport in Shanghai and Birmingham

4. Curriculum Topic Overview

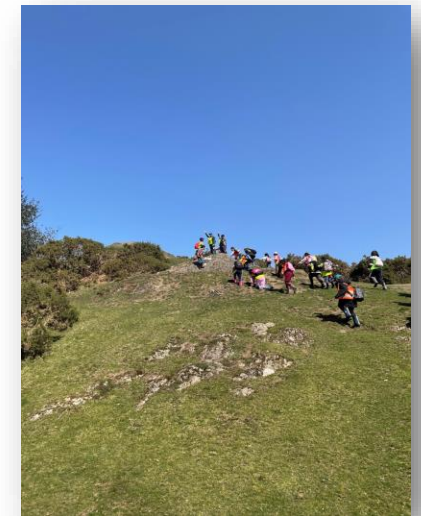
Year 3	Place Compare Kingsbury to Lozells What is the difference between an urban and rural area?	Sustainability Mountains and rock	Networks Settlements and land use
Year 4	Place South America	Sustainability Water cycle Rainforest Deforestation	Networks Trade in Shanghai and Birmingham
Year 5	Place Compare River Severn to River Ganges What problems can rivers cause?	Sustainability Volcanoes and earthquakes	Networks Canals in Birmingham
Year 6	Place Biomes	Sustainability Climate Change Is climate change a problem?	Networks Trade in Russia

6. Subject Impact

At Anglesey Primary School, the impact of quality first teaching in Geography will foster a love and enthusiasm for the subject.

- Well-constructed and well-taught lessons provide pupils with opportunities to research and apply skills independently – skills essential for lifelong learning. Moderation of teaching and learning and books indicates high expectations and reflect what pupils have learned to good standard. All learning builds towards clearly defined end points that are met.
- Be more aware of the interconnectedness of different places and cultures. Children will understand how different places are linked to each other through trade, migration, and other factors. They will be able to appreciate the diversity of cultures around the world, and how these cultures have shaped the places where they live.
- Be more engaged in their local community: Children will be more aware of the geography of their local area. They will be more likely to participate in activities that help to improve their local community.
- Pupils will leave KS2 with a strong knowledge of their local area and a confidence of the location of other countries and cities around the world. All pupils will be able to discuss and recall a variety of events and where they happened in the world, as well as explain aspects of human and physical geography and confidently use maps and atlases (physical and digital).
- Knowledge and skills will have developed progressively to not only enable them to meet the requirements of the National Curriculum but to prepare pupils to become competent geographers in secondary education. We want pupils to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

7. Being a Geographer



8. Pupil Voice

Year 3 Pupil

We've been learning about the equator. The hottest countries in the world are there because the equator is in the middle of the Earth. We learned about the continents last year with Miss Coleman.

Year 4 Pupil

Kingsbury is rural. We went there to see trees and plants.
Lozells is urban, there are more cars and houses

Year 4 Pupil

We were learning about deforestation, which is when people cut down trees. We need to help animals so that they have a place to live. Humans cut trees down to make homes and shelters and they try to sell the wood.

