

# Geography

Geography is broken down into 5 main subject areas within the National Curriculum.

## What does effective geography teaching look like?

When carrying out geography learning, children should have opportunities to access each subject area. At times, these areas may be taught discreetly, at others, as a combination.

### Aims and Purpose

In KS1, children should develop an understanding about the world, the UK and their locality. They should understand subject-specific vocabulary, including first-hand observation. This is then built upon as children move to KS2. Children are then expected to extend their knowledge and understanding beyond the local area, focusing on the location and characteristics of a range of the world's most significant human and physical features.

### Locational Knowledge

In KS1, this subject content area focuses on naming and locating the world's seven continents and countries, as well as developing an understanding of the UK. The expectations extend as children move into KS2, with children developing the depth to which they learn about locations. They should be taught to identify the position of a location using key geographical terms, including latitude, longitude, as well as hemispheres.

### Place Knowledge

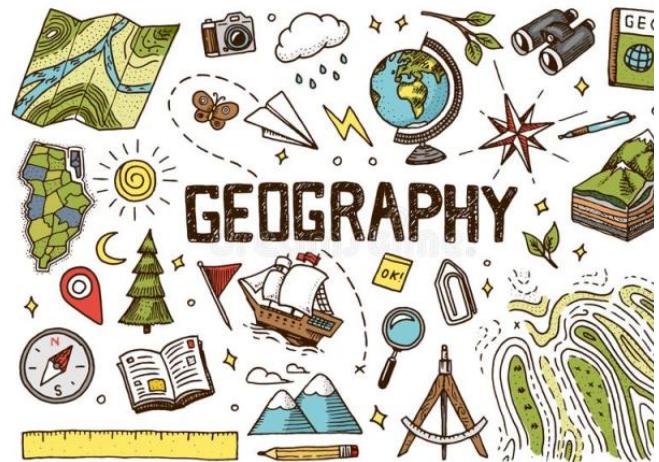
Children should be taught to understand geographical similarities and differences when learning about a small area of the UK and a small area of a non-European country when in KS1. Then in KS2, children should apply these skills when learning about a region within North/South America, as well as the UK.

### Human and Physical Geography

In KS1, this subject content area focuses on identifying seasonal and daily weather patterns in the UK, as well as learning about the location of hot/cold areas, relating this to distance from the equator. Children will also learn key terms to describe human and physical geography, which become more complex and detailed as they go to KS2.

### Geographical skills and fieldwork

Within this subject content area, children are taught to use key geographical resources such as globes, atlases and maps. In KS1, children should be taught to use simple compass directions, which then become more detailed in KS2. The subject content area also includes use aerial photographs to identify key geographical features, as well as developing fieldwork and observational skills. This should involve observing, measuring and recording their findings.



### Why teach Geography?

- Geography should inspire **curiosity** and **fascination** about the world
- Geography should develop children's understanding of **diverse places**, **people**, **resources** and **environments**
- Geography should introduce children to key **physical** and **human processes**
- Geography should improve children's knowledge of the **formation of landscapes** and **environments**
- Geography should develop children's understanding **how the world changes** over time, creating cross-curricular links to History.

## Outstanding Geography teaching will...



Children should **enjoy** geography and be given opportunities to be geographers, learning about the world around them.

They should be given access to real-life experiences, including opportunities to carry out fieldwork activities. They should also be able to develop their understanding of how to use a range of resources to support their geography learning, knowing when and which resources are relevant.



Hazeldown  
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1

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## What does progression in Geography look like?

The National Curriculum for geography is naturally **progressive**, with children building on skills developed in KS1 as they move into KS2.

In order to ensure children fully grasp key concepts, it is important these are revisited when moving onto new topics. For example, when learning to name countries on a world map, children need to revisit continents to make sure their learning is interlinked and the relationship between this information is fully understood.

To support with this at Hazeldown, children are encouraged to plot each learning journey on a world map. This ensures they are regularly exposed to key locational language, even if this is not a key focus as part of the learning journey.



Resources for this can be found in Subject Leadership → Individual Subject Folders → Geography

## Continued professional development...



### Key geographical vocabulary:

**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

**Locational and directional language**: near and far; left and right, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

### Geographical 'key questions'

**When learning about a country, children need to answer:**

Which continent is it in?

Which oceans or seas are nearby?

What is the weather like there?

Is it hot or cold there? Is it near the equator or the poles?

Who (people) and what (animals and plants) live there?

What would we see there?

What is natural? What has been made by humans?

What hemisphere is it in?

Where is it near? Which other countries does it border?

Where is it in relation to us?

Which time zone is it in?

### How to ensure challenge in Geography?

When teaching geography, we can challenge children by:

- Can they independently choose an appropriate resource to solve a key geography-based question?
- Can they use geographical terms to describe a location, with another child being challenged to then identify where this location could be?
- When children have learnt about a new location, could they then compare this to a location learnt about as part of previous learning journey, maybe even during a previous year?