

Geography at Eversley

"Without Geography- you're lost." Anon.



The study of Geography is about more than just memorising place on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end it's about using all that knowledge to bridge divides and bring people together. Barack Obama

'A high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives.' DFE 2013

At Eversley Primary School we build on children's wide variety of experiences and use them to foster a curiosity about the world, to develop the ability to ask questions and argue rationally. We teach global learning through Geography to show similarities and differences of our world in comparison to others. Our aim is for all children to leave Eversley Primary School being able to recognise the importance of linking people's lives throughout the world and encourage critical examination of global issues and awareness of the impact that individuals can have on these.

During EYFS at Eversley

In EYFS children talk about the features of their own immediate environment and how environments might vary from one another.

They make simple maps and are taught how to use positional language.

The children observe the different seasons and use associated language to describe the weather.

They make observations of animals and plants in their environments and explain why some things occur, and talk about changes.

During Key Stage 1 at Eversley

In Key Stage 1 children will develop their knowledge about the United Kingdom and their own locality.

They'll learn how to use maps, atlases and globes as well as learn simple compass directions.

The children will also study seasonal and daily weather patterns in the United Kingdom and look at the hot and cold areas of the world in relation to the equator and the North and South Poles.

In addition, a contrasting non-European country will be studied.

Children will be taught how to use geographical vocabulary and complete fieldwork.

During Key Stage 2 at Eversley

In Key Stage 2 the children will look to extend their knowledge to beyond their local area to locate counties and cities of the United Kingdom.

They will study Europe (including Russia) as well as North and South America and identify the position and significance of the lines of longitude and latitude.

They will look at similarities and differences of human geography such as types of settlement and land use.

They will also study physical geography elements such as climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

Children will continue to use maps, atlases and globes and will use the 8 points of the compass in their work.

They will use four and six figure grid references and ordnance survey maps.

They will refine their fieldwork skills.

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| <p>Planning</p> <ul style="list-style-type: none"> • The school's curriculum maps shows the units to be covered each term, which over each Key stage, will include: Locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork • There is a medium term plan for each unit of work • Plans are annotated and adapted to show how learning is scaffolded for less able, SEND and those new to English to access the content. • The most able children are planned for so that they can deepen knowledge and skills. | <p>Teaching</p> <ul style="list-style-type: none"> • Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired work, guided and independent work and whole class work. • Opportunities to develop core literacy skills are exploited through geographical inquiries as well as the learning of new vocabulary • A range of resources are used to enhance learning including using a variety of maps, atlases, globes, watching videos and reading information texts. • Relevant subject specific vocabulary is explicitly taught, evident in the classroom and used in discussion and reasoning. • Children have a Geography book to record work • Geography lessons are to be taught in alternation with History over a term. |
| <p>Marking and feedback</p> <p>Work should be marked according to the school marking policy by using:</p> <ul style="list-style-type: none"> • Peer- and self-assessment • Oral feedback • Written feedback | <p>Resourcing and display</p> <ul style="list-style-type: none"> • Resources are centrally stored in study boxes , in addition reference books can be found in the school library • Teachers are encouraged to add any new resources and display materials that they have created to the study boxes • Resources include; atlases and online digital maps OS maps, aerial photographs, globes, fieldwork equipment • Class displays are kept up to date and relevant to class studies, displaying subject specific vocabulary and concepts that are being taught in Geography. |
| <p>Assessment</p> <p>Formative:</p> <ul style="list-style-type: none"> • AFL is used within each lesson to establish next steps for pupils. • Mini 'quizzes' take place regularly to ensure content is being learnt <p>EYFS:</p> <ul style="list-style-type: none"> • Teachers and key workers make observations regarding the pupils' development in this subject. | <p>Monitoring</p> <p>Monitoring is undertaken by the subject leader and SLT during the school year. This will include:</p> <ul style="list-style-type: none"> • learning walks during Geography lessons. • scrutiny of Geography books. • conferencing with pupils and discussions about their learning. |