

# Primary Specification



**Geography**

## Contents:

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- **Rationale - page 3 - 4**
- **National Curriculum and Subject 3Is - page 5 - 6**
- **Summary of Subject Content - page 7**
- **Year Descriptors - pages 8 - 9**
- **Scheme of Assessment – page 10**
- **Assessment Criteria - pages 11**

## **School Level**

Formal assessments may be administered in different ways depending on the school. E.g. gradings offered, end of unit mini assessments, knowledge review weeks, termly or half termly assessment periods etc.

In addition to formal assessments, schools will assess pupils informally in accordance with the schools guidelines. At school level the KS2 specification document for each subject will be supported by the school own planning documents/ portals which also include LTPs, MTPs, Schemes of work and associated resources.

**Long Term Plans** provide leaders, teachers, students and parents with the overview of the learning journey that occurs yearly. These are available on the school website.

**Medium Term Plans** map the outline learning for each of the learning focusses of each half term in each year group. These provide more detailed information into the steps to facilitate a differentiated approach ensuring that content and skills are covered. The number of activities / objectives covered may vary dependent on the length of a half term and the frequency of lessons in a given subject. There are 5 planning cycles in the year. Autumn 1, Autumn 2, Spring, Summer 1 and Summer 2.

**Schemes of Work** may vary from subject to subject allowing the specialists in schools to develop suitable activities and topics ensuring ownership of planning for progress. Please note that no external schemes are followed to the book and when used, are merely a starting point for start.

## **SOW – Guiding Principles**

- Skills and content based
- Form part of the 'big picture' e.g. show progression over the 6 years in school
- Provide suggested resources
- Allow for teacher ownership and/or creativity of lessons
- Allow for appropriate differentiation

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

	<b>Objectives</b>
<b>KS1</b>	<p>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:</p> <p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>• name and locate the world’s seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge</li> <li>• 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.</li> </ul> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork.</li> <li>• 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 Geography – key stages 1 and 2 3.</li> <li>• 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</li> <li>• 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.</li> </ul>
<b>KS2</b>	<p>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:</p>

## **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
- Geography – key stages 1 and 2 4 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.

## **SUBJECT INTENT**

At Farington we are committed to delivering a Humanities curriculum which provides all children the opportunity to gain a wider understanding of the world in which they live. Teachers deliver a high quality, progressive curriculum which encourages children to ask questions, carry out research and investigate how the world has changed over time.

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At Farington, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At Farington our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

## **GEOGRAPHY IMPLEMENTATION**

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise. School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality.

## **GEOGRAPHY IMPACT**

By the time children leave Farington Primary School they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Be highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.

- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.



# Summary of Subject Content

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## Geography

<b>Year 1</b>	The Four Seasons	Around the World	Life in the City
<b>Year 2</b>	Where do I live?	Let's go to the Arctic	Map Makers
<b>Year 3</b>	The Rainforest	Our European Neighbours	Investigating India
<b>Year 4</b>	Volcanoes	Countries of the World	Earning a Living
<b>Year 5</b>	The Grand Canyon	Water World	Extreme Earth
<b>Year 6</b>	Our Local Area	South America	Exploring Scandinavia



# Stage Descriptors

## EYFS

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  
Draw information from a simple map.  
Understand that some places are special to members of their community.  
Recognise some similarities and differences between life in this country and life in other countries.  
Recognise some environments that are different to the one in which they live.  
Understand the effect of changing seasons on the natural world around them.  
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  
Explore the natural world around them, making observations and drawing pictures of animals and plants.  
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

## KS1

Understand words and phrases like: (key physical features) beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, equator. (Key human features) city, town, village, factory, farm, house, office, port, harbour and shop.

### **Locational Knowledge**

Name and locate the different continents and oceans.

Name the four countries in the United Kingdom (and their capital cities) and locate them on a map, atlas and globe.

Name the seas surrounding the United Kingdom and locate/identify them on a map, atlas and globe.

### **Place Knowledge**

Explain and identify the difference between human and physical geographical features in UK.

Explain and identify the difference between human and physical geographical features in a contrasting non European country.

### **Human and physical geography**

Identify seasonal and daily weather patterns.

Locate hot and cold places in the world in relation to the equator and North and South poles.

Explain how the weather changes throughout the year in the UK.

### **Geographical skills and fieldwork**

Devise a simple map and use/construct symbols in a key.

Use simple compass directions and locational directional language to describe the location of features and routes on a map.

Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

Observe and study the geography of the school and its grounds, and the key human and physical features.

## LKS2

Understand words and phrases like: regions, countries, counties, characteristics, climate zones, biomes and vegetation belts, volcanoes, earthquakes, cycle, distribution, natural resources, Arctic and Antarctic Circle.

### **Locational Knowledge**

Identify and locate countries on a world map to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Name and locate counties and cities of the United Kingdom looking at geographical regions and their identifying human and physical characteristics.

### **Place Knowledge**

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a contrasting region. (Europe or North/South America)

### **Human and physical geography**

Describe and understand key aspects of human and physical geography.

### **Geographical skills and fieldwork**

Use ordnance survey maps, symbols and key alongside four figure grid references.

Use maps, atlas, globes and digital computer mapping to locate countries and describe features studied.

Use the eight points of a compass.

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, graphs (pictogram, bar charts) and digital technologies (Google Earth, Digi-maps).

## UKS2

Understand words and phrases like: The Tropic of Cancer and the Tropic of Capricorn, latitude, longitude, Northern Hemisphere, Southern Hemisphere, cycle, trade, energy, time zones, Arctic and Antarctic Circle, Prime/Greenwich Meridian

### **Locational Knowledge**

Identify and locate countries on a world map to focus on Europe (including location of Russia) and North and South America concentrating on their environmental regions, key physical and human characteristics countries and major cities.

Understand land-use patterns; and how some of these aspects have changed in the UK 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.

### **Place Knowledge**

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a contrasting region. (Europe or North/South America)

### **Human and physical geography**

Describe and understand key aspects of human and physical geography.

### **Geographical skills and fieldwork**

Use ordnance survey maps, symbols and key alongside six figure grid references.

Use maps, atlas, globes and digital computer mapping to locate countries and describe features studied.

Use the eight points of a compass.

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, graphs (line graphs) and digital technologies.

# Assessment Criteria

## What we do

1. We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
2. We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
3. We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts.
4. Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including geography and history to assess long term knowledge retention.
5. To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year (as outlined in the subject key specification document). In addition, they retain key knowledge from prior learning.
6. At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree.
7. We enter a mid-year and end of year attainment grade onto FFT. Subject leaders analyse the data and report to governors annually.
8. Bi-annual peer audits provide quality assurance, moderation of standards and training across trust schools.



Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.