

PGPS - Geography

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).



Introduction

At Pierrepont Gamston, the study of geography involves pupils in exploring the relationship and interactions between people and the environments in which they live and upon which they depend. We ensure that what our children learn in Geography inspires and stretches them intellectually but also contributes to their spiritual, moral, culture and physical development and helps them to prepare for the opportunities, responsibilities and experiences of life in the 21st century.

Values

Our school curriculum is underpinned by the values that we hold dear. In our school, everyone is equally valued and treated with respect. We believe that everyone is made in the image of God, which means that everyone has an equal opportunity to achieve and will be challenged and supported to ensure that they continue to grow and learn within all areas of the curriculum.

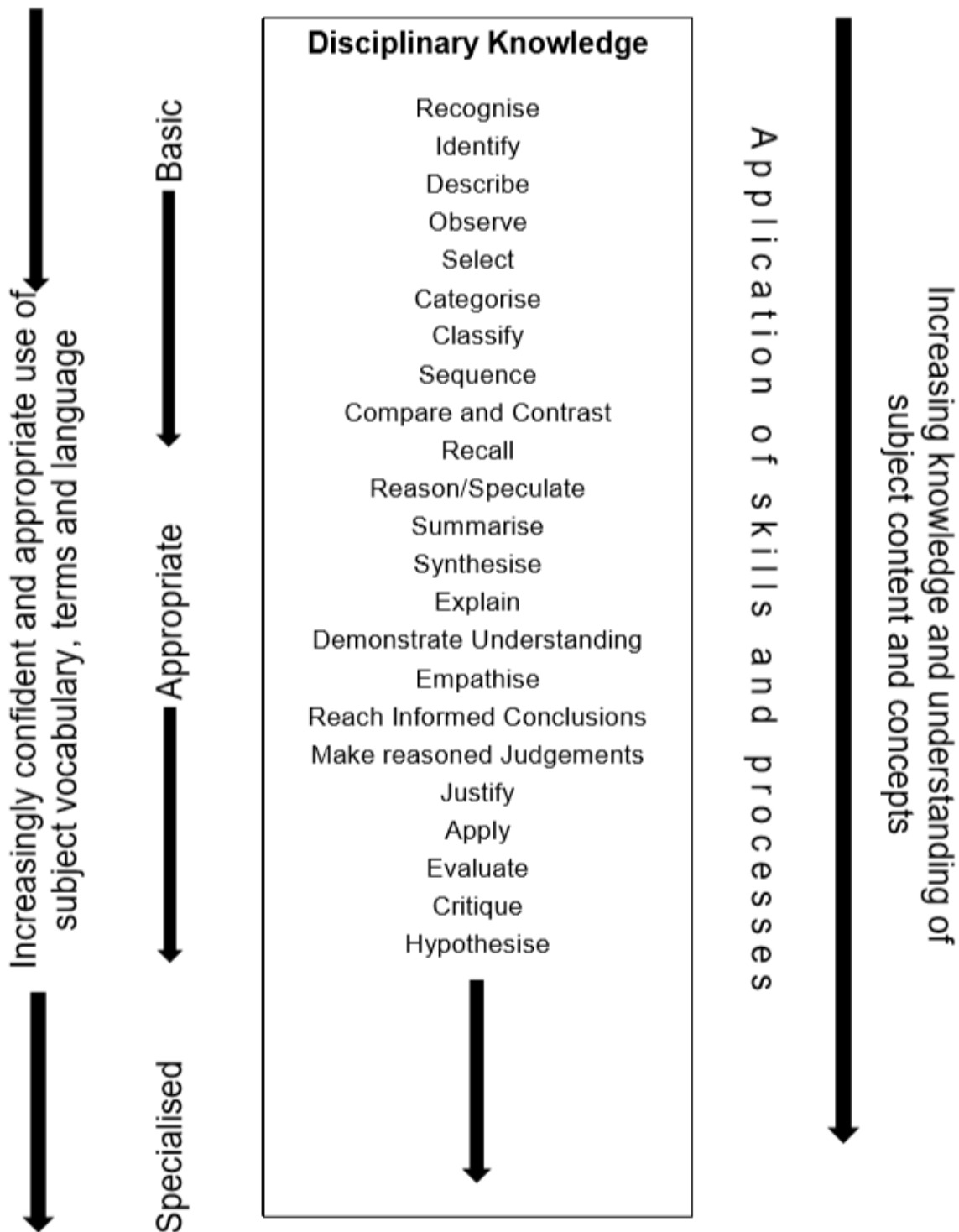
Intent

- The geography that children learn stimulates pupils' interest in their surroundings and in the variety of human and physical conditions on the earth's surface;
- Geography fosters pupils' sense of wonder at the beauty of the world surrounding them;
- Geography helps pupils develop an informed concern about the quality of the environment and the future of the human habitat;
- Geography enhances pupils' sense of responsibility for the care of the earth and its people and secure their commitment to promoting and living sustainable lifestyles;
- Geography develops pupils' skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions and using computing to communicate with and explore a variety of people, places and environments across the world;
- Geography helps pupils explore values and attitudes about complex issues such as sustainability and sustainable development;
- Geography enables pupils to study the above across a range of places, cultures and environments at a variety of scales, from local to global;
- Geography fosters a sense of understanding about how we are interconnected and interdependent with other people and ecosystems around the world.
- Learning geography enables pupils to understand core concepts and most notably: environment, location, scale, distribution, processes, change, interaction, interdependence, sustainability and diversity (appendix 3)
- Children will use geography specific vocabulary (appendix 2) to support their learning of geographical concepts.

Implementation

As pupils progress as geographers, we recognise that whatever the content of their learning and the subject skills they are using our expectations of them must be focused on the following progression in subject outcomes (see appendix 4 for glossary):

Progression in Geography



Foundation Stage and Key Stage 1

- Whilst we recognise that our expectations of pupil outcomes must never be confined by their stage of learning we nevertheless ensure that in the Foundation Stage and at Key Stage 1 our core subject expectations enable pupils to learn and consolidate the fundamental attributes of a being a geographer. At this stage there is a particular focus therefore on ensuring that our pupils are able to recognise, identify, describe, observe reason and begin to offer explanations for geographical phenomena whilst using basic and increasingly appropriate subject vocabulary.
- In foundation stage, geography these skills are introduced through the specific area of 'Understanding the World - People, Culture and Communities'. Children learn to describe their

immediate environment, using knowledge from observations, discussion, stories, non-fiction texts and maps. Children are encouraged to talk about the similarities and differences between life in this country and life in other countries. Geography skills are also introduced through 'Understanding the World - The Natural World'. Children learn to understand important processes and changes in the natural world around them, including seasons.

- In key stage 1, children recognise, identify, observe, reason and begin to offer explanations to develop knowledge about the world, the United Kingdom and their locality. Children explore aspects of human and physical geography and begin to use geographical skills to enhance their locational awareness. They are taught to do the following: 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, 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, 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 and the key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Through geographical skills and fieldwork, the children will 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 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 and 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.

Key Stage 2

- During Lower Key Stage 2 our expectations increase proportionately as we challenge our pupils not only to know more but also to master progressively more demanding subject outcomes such as reaching explanations through the synthesis of evidence, perhaps from a wide range of sources. At the same time we expect greater subject vocabulary alacrity from our pupils and we plan accordingly for the use of more specialised subject vocabulary. At Upper Key Stage 2 our expectations in Geography are that pupils will more regularly and consistently apply information that they have learned in other contexts and at other stages to make links and identify patterns in their geographical learning. We challenge them to reach conclusions and make judgements about geographical issues and to evaluate and critique evidence and to generate questions of their own.
- In key stage 2, children develop their geography skill set by extending their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They develop their use of geographical tools and skills to enhance their locational and place knowledge. They are taught to do the following: 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), 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. Through geographical skills and fieldwork, the children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and also 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. Through geographical skills and fieldwork, the children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They will also use the 8 points of a compass, 4- and 6- 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 and 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.

- The yearly overview for each year group (see Appendix 1), ensures that geography skills are taught throughout each topic.

Children with Special Educational Needs and Disabilities

We make appropriate provision to overcome all barriers to learning and ensure pupils with SEND needs have full access to the National Curriculum, as stated in our SEN policy. We provide additional resources or support for children with special needs as required. This may be in the form of adaptations, differentiation by outcome, intervention, adult support or a personalised curriculum.

Assessment

Children's work in Geography is assessed through teacher observations of the children working during lessons. Teachers record the progress made by children each half term against the descriptors on the curriculum subject's spreadsheet. Teachers make judgements as to whether a child has met or working towards the expectations. This is recorded on the spreadsheet and can be used to make an annual assessment of overall progress for a child when writing annual reports for parents.

Subject leader role

The role of a subject leader is to:

- Provide strategic lead and direction for a specific subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resources management for the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in school and plan for improvement. This development planning links to whole school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into programmes of study.

Monitoring and Review

- Class teachers are responsible for the day to day planning, organisation and delivery of the curriculum subject.
- Subject leaders monitor the way their subject is taught throughout school and feedback to SLT and whole school where appropriate.
- The allocated Governor is responsible for liaising with subject leaders to closely monitor the way the school teaches each subject.
- Impact reports are written annually to review the impact of planned actions against children's learning.

Date: February 2022

Review date: Autumn 2023

Appendix- N.C link

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study>

Development Matters

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896810/EYFS_Early_Adopter_Framework.pdf

Appendix 1 - Geography Planning Overview

Term	Reception	Year 1/2 Cycle A	Year 1/2 Cycle B	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B
1	All About Me	How does Kampong Ayer compare with where I live?	What is the geography of where I live?	Why do so many people live in Megacities?	Why do some earthquakes cause more damage?	What is a river?	How do volcanoes effect the lives of those living in Heimaey?
2	Traditional Tales	How does the weather affect our lives?	Why does it matter where our food comes from?	Beyond the Magic Kingdom: what is the sunshine state really like?	Why are deserts so dry and jungles so wet?	Why are mountains so important?	How fair is fair trade?
3	Animals and their habitats	Why don't penguins need to fly?	Why do we love being beside the seaside so much?	What is the most valuable thing in the world?	How and why is my local area changing?	Who are Britain's national parks for?	How is climate change affecting the world?

Appendix 2

Geography Vocabulary Progression

	Place names	Human Geography	Physical geography	Location	Fieldwork
EYFS	Earth, Gamston, England, Nottingham, PGPS, West Bridgford, United Kingdom, Africa, Artic, Antarctic, Space.	Street, house, bungalow, types of houses..., school, building, environment, place.	Frosty, freezing, cloud, map, ground, month, rain, sun, hail, drizzle, windy, season, shop, snow, summer, spring, autumn, winter, sunshine, river, canal.	Map, globe, street, city, place, world, country.	Compare, Similar/same, Different.
KS1	Antarctica, Europe, Africa, Asia, North America, South America, Australasia/Oceania, Arctic, Pacific Ocean, Atlantic Ocean, Indian Ocean, Antarctic Ocean, Arctic Ocean, United Kingdom, Northern Ireland, Scotland, England, Wales, Space.	Castle, office, key, housing, coast, factory.	Island, city, country, misty, mountain, beach, cliff, coast, forest, hill, environment, ocean, port, harbour.	Continent, ocean, capital city, globe, global, north, south, east, west, satellite photograph, scale, equator, North Pole, South Pole, hemisphere, Antarctic Pole.	North, East, South, West, forward, near, inside, opposite, outside,
LKS2	Tokyo, Japan, Delhi, India, Shanghai, China, Mexico City, Mexico, New York, USA, Mumbai, India, Sao Paulo, Brazil, Beijing, China, Dhaka, Bangladesh, Karachi, Pakistan, Milton Keynes, UK, Brasilia, Brazil, Florida, USA, Gulf of Mexico, Caribbean, Everglades, Birmingham, Victorian, River Elan, River Claerwen, Rhyader, Amazon Basin, Amazonia, Nile, Andes, Sahara Desert.	Distribution, population, population density, high-rise, scale, civilisation, trade, district, employment, economy, migration, accessibility, congestion, urbanisation, recreation communication, shanty, hazard, epidemic, reservoir, relief, construction, replenish, consumption, capacity, water unit, relief.	Favela, pampas grassland, tropical rain forest, culture, historic, architecture, smog, pollution, ice sheet, tropical rainforest, endangered, conservation, preservation, atmosphere, hurricane, evacuation, tropical storm, slums, valley, impermeable, dam wall, climate graph, Mediterranean, tropical, equatorial, drought, meteorological, savannah, tundra, humid, tributary, source, mouth, convection, condensation, cumulonimbus, inhabited, adaptation.	Eastern Hemisphere, latitude, map-index, north pole, compass rose, Northern Hemisphere, Southern Hemisphere, time zone, Tropic Of Cancer, Tropic Of Capricorn, Western Hemisphere, settlement, urban, rural, political map, relief map, state, peninsula, zone, region,	Square kilometre, scale, North East, South East, South West, South East, coordinate, grid reference.
UKS2	Hiemaey, Iceland, Eldfell and Helgafell volcanoes, Iceland, Russia, Countries in Europe, Capital cities of Europe, River Thames, London, Three Gorges Dam, Yangtze River, China, Himalayas, Andes, Rockies, Alps, Brecon Beacons, The Broads, Cairngorms, Dartmoor, Exmoor, Lake District, Loch Lomond and The Trossachs, New Forest, Northumberland, North York Moors, Peak District, Pembrokeshire Coast, Snowdonia, South Downs, Yorkshire Dales, Merryvale, Everglades, Florida, Tarim Basin, Asia, Southampton, UK, Melvin, St Lucia, Caribbean, Atacama rainforest.	Hydroelectric, turbines diversify, national park, cultural heritage, domestic trade, trade route, export, ethical.	Fjord, magma, lava, gulf, glacier, geothermal, meander, flood plain, undercutting. estuary, summit, sea level, ridge, colony, hectare, confluence, estuary, mudflat, sand dune.	Pacific ring of crust, altitude, epicentre, plate boundary.	6 figure Grid reference,

Appendix 3

The importance of geographical concepts in curriculum planning

Geographers seek to understand the distinctive features or characteristics of the places that make up the world. When investigating the nature of places their thinking is developed by a number of big organising ideas and generalisations known as concepts. These concepts form a unique framework of enquiry and shape the questions that geographers ask about places. They can all be applied across the entire subject and every one is interconnected.

Environment

The surroundings of a place in which a person, animal or plant lives and interacts.

Location

The precise site, position, or situation of a place.

Scale

The size or extent of the area of the place e.g. local, regional, national, international, or global.

Distribution

The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface.

Processes

The natural or human events and actions occurring in a place that maintain equilibrium or cause change.

Change

The alteration or modification of places over time as a result of natural and/or human processes.

Interaction

How the physical and human elements of a place affect or impact each other and other places. Interaction occurs both within and between the physical and human features of a place and other places.

Interdependence

The degree to which what happens in one place impacts positively or negatively on what happens in another.

Sustainability

The extent to which a place can balance meeting the needs of its people with ensuring an ecological equilibrium is maintained and biodiversity (the variety of living things) enhanced.

Diversity

The variety and distinctiveness of the physical and cultural composition of the society of a place.

These ten second order concepts define the questions that drive the investigations geographers carry out in places. There are of course many other **substantive or first order concepts** which identify the content or focus areas of study at different places such as weather, climate, biome, ocean, city, resources etc. So a geographer might investigate the degree to which processes are impacting the quality of water of a place or how countryside stewardship schemes are improving the sustainability of ecosystems on farms. The second tier concepts provide the structure or shape to an enquiry whilst the substantive concepts determine its focus.

Appendix 4

Disciplinary Knowledge	Exemplification
Recognise	Name and point out who or what something is e.g. a tree in the school grounds or a Queen being crowned in a painting.
Identify	Distinguish something or someone from others that may be similar e.g. oak trees from other trees in a wood or a castle from the buildings that surround it.
Describe	'Say what you see'. Give an account in words of something or someone e.g. an erupting volcano or some of the events leading up to the sinking of the Titanic.
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. the number and size of Spanish galleons in a painting of the Armada compared with the ships of the English navy, or that some places along a coast are being eroded by the sea faster than others.
Select	Decide upon and choose that information considered most suitable or relevant to answer a question e.g. from a range of eight possibilities select three factors more likely than the others to have caused the Great Fire of London to spread so quickly or the three most significant factors causing annual flooding in Bangladesh.
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics e.g. creating two sets of the potential advantages and disadvantages of building a new international airport in London or sorting photographs depicting the lives of different social classes in Victorian Britain into different collections.
Sequence	Place a set of related events or things that follow each other into an order e.g. the events leading up to William the Conqueror invading England or a timeline of devastating bushfires in Australia.
Compare and contrast	Find similarities and differences e.g. between the geography of the local area of the pupil's school and that of the immediate environment surrounding a similar sized school in Borneo, or the ways of life of people living in the New Stone Age compared with how many lived in the Old Stone Age.
Recall	Remember and recount something learned or experienced e.g. recollect from visits the main reasons why Warwick Castle was built where it is or how a local river changes from its source to mouth.
Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. why Iron Age people in Britain built so many hill forts and compounds or why earthquakes are generally more hazardous to people around the world than volcanoes.
Summarise	Outline or sum up briefly the main points about something e.g. how Fair Trade works or the main factors leading up to all women over the age of 21 years old receiving the vote in 1928.

Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g. the deforestation of tropical rain forests or why life expectancy in Britain remained less than 40 years until around 1800.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. why most of the great stone cities of the Maya were abandoned by AD 900 or why competing demands make managing Britain's National Parks a challenge.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. the life of Native American Arctic whale hunters or why Elizabeth I encouraged privateers to attack, rob and sink foreign ships wherever they could be found.
Informed conclusion	A knowledgeable summing up of the main points or issues about something e.g. why there are increasing numbers of wind and solar farms to be seen in Britain or some of the benefits and disadvantages of the British Empire over time.
Reasoned judgement	A personal view or opinion about something supported by factual evidence e.g. an argument for banning all single use plastic or the dropping of atomic bombs on Japan in 1945.
Justify	Give reasons to show or prove what you feel to be right or reasonable e.g. which of the many medical advances of the 19 th century was most significant and why or what should be done to reduce virtual water use by people in the UK.
Apply	The transfer of knowledge and/or skills learned in one context to a different context e.g. awareness that the process of river erosion by bank undercutting is the same as the erosion of coastal cliffs by waves and recognising that the causes of wars or invasions are much the same down the centuries.
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. the costs and benefits of planting 1.5 billion trees in Britain or consider which factor was most significant in the Roman invasion of Britain.
Critique	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g. how reliable is the Bayeux tapestry as a description of the events of the Norman conquest and why might the imagery on a website promoting a location as a holiday destination not be entirely reliable?
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. that in Ancient Egypt Tutankhamun was murdered or that ice sheets could be towed from Antarctica to reduce water shortages in southern Africa.