Sandwich Junior School

Geography

Mission Statement

Geography at Sandwich Junior School is fundamental to the learning of locational knowledge, place knowledge and key aspects of human and physical geography at Key Stage 2 building upon the skills gained at Key Stage 1. Children learn about place knowledge and expand out into the wider world, as the scale of their understanding broadens and intensifies to include fieldwork within the local area so that children can observe, measure and record.

Within the school, library and classrooms, learning is supported by key resources: atlases, globes, large wall maps (both inside and outside), Ipads which contain mapping tools (digital compasses, ArcGis, Google Maps and Google Earth), interactive white boards and an incredible array of human and physical geography texts including National Geographic for children which contains all the latest current affairs connected with this subject used to supplement the diet of text types available.

With passionate teaching and subject knowledge from across the school, children love to learn about the realms of geography within the National Curriculum and the links it provides into and with other subject areas such as the Sciences, Maths, DT, class texts in English and extended writing openings to combine and home in on both geographical knowledge and skills via research and reading opportunities.

By delivering a sequential curriculum, children are exposed to and will retain key vocabulary through revisiting and overlearning key information or ‘sticky’ knowledge to their own repertoires. Taught skills build year-on-year as children move from years 3 to 6, furthermore they will take part in Geography Weeks where they will delve deeper by studying of an area linked to their topic coverage.

End Points

By the time pupils have reached the end of Key Stage 2, they will be fully prepared to engage with the Key Stage 3 Geography Curriculum.

Geographical Enquiry:

- Set own challenging questions when investigating geographical features and issues.
- Select appropriate sources of primary and secondary information to support investigation.
- Select an appropriate way in which to present statistical information and findings.
- Ensure that conclusions make accurate reference to the evidence presented.

Geographical Skills & Fieldwork:

- Use a range of equipment and maps to conduct independent fieldwork.
- Communicate findings using complex terminology, e.g. erosion, meander.
- Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing
- Follow a route on a map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 8 points of a compass.
- Locate a city in the UK using six-figure grid referencing.
- Map a route to other locations in Europe and beyond.
- Plot a series of points along a route and use the scale to calculate the distance.

Location & Place Knowledge:

- Talk about and compare a wide range of locations, countries, and continents around the world, including a region within North or South America.
- Support reasons for the physical and human features of a range of location with factual evidence. (U.K., beyond U.K. including a contrasting non-European country).
- Compare and contrast the world's seven continents and five oceans Identify the Northern and Southern Hemispheres and the Arctic and Antarctic Circles Identify the Equator, and the Tropics of Cancer and Capricorn.
- Suggest reasons for the location of towns and settlements in a particular place, e.g. next to a river, on a hilltop.
- Suggest ways in which a location might develop and change in the future, based on factual information.
- Identify and describe the links and relationships that connect localities both within and beyond the UK.
- Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone.

Human and Physical:

- Identify a range of physical processes, e.g. vegetation belts and the water cycle.
- Identify a range of human processes, e.g. distribution of natural resources including energy, food, minerals and water.
- Give simple explanations for the location of human and physical features within a locality.
- Identify and describe in detail the impact of change on the lives of people in a given locality.
- Compare and contrast an increasing range of geographical pattern.

Sustainability:

- Recognise and describe the different views that people may hold when changes are made to the environment.
- Talk about and describe how people's actions can damage and improve the environment.
- Talk about and describe the ways in which groups try to manage an environment's sustainability.
- Describe how decisions made about places and environments can impact on the lives of the people who live there.