



# Farnham Primary School

## Geography

### Intent

At Farnham Primary School, we believe that Geography helps to inspire and provide answers to questions about the natural and human aspects of the world. We strive to help children develop a greater understanding of the world and their place within it. Our aim is to inspire children to be curious about the world in which they live and its people. We make Geography meaningful and engaging to our pupils by ensuring that they have lots of opportunities to explore their local area and develop their fieldwork skills by making observations, taking measurements and making comparisons.

For example, in KS1 children will start by:

- Making simple observations of the school and the local area.
- Looking at aerial photos of different places to compare their physical and human features with where we live.
- Drawing their own maps using basic symbols and keys.

In KS2, children will further develop their geographical skills and fieldwork by:

- Using 4-figure and 6-figure grid references to locate places on maps.
- Using a variety of Ordnance survey symbols.
- Locating different places around the world using maps, atlases, globes and digital technologies.
- Planning journeys to places in the UK and around the world.
- Taking measurements such as rainfall and temperature in different places and presenting this data using graphs and written explanations.

Children are then encouraged to compare and contrast their lives with others and to appreciate our differences which in turn supports their spiritual, moral, social and cultural development.

### Implementation

#### 1. National Curriculum objectives

Geography is an important part of the education at Farnham Primary School. It is planned and delivered in each year in line with the 'Understanding the World' strand of the Early Years Foundation Stage Framework and the National Curriculum which is designed to allow children to:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Become competent in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

#### 2. Geography at Farnham

Geography at Farnham is taught through learning challenges in blocks throughout the year so that children can explore topics in depth and revisit key skills and knowledge throughout their time with us. We use exciting questions for our topics to engage our pupils and deliver the National Curriculum in a fun and creative way!

Children will be taught how to identify identifying physical and human features of places around the world and use their understanding of grid references and National Ordnance Survey symbols to accurately read and decipher maps. Children will also compare these maps with aerial photos and will use atlases and globes to locate key countries and cities both in the UK and across the world.

Throughout their time at Farnham, children will be given the opportunity to learn about certain countries and continents in greater depth so they can draw comparisons between these places and where they live. Here are the learning challenge questions and areas of study for each year group:

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Autumn and Harvest.</b></p> <p><b>Where we live.</b></p> <p><b>Penguins and Antarctica.</b></p> <p><b>Africa including Kenya (focused around stories - ‘Handa’s surprise’ and ‘Splash, Anna hibiscus.’)</b></p> <p><b>Minibeasts.</b></p> <p><b>Spring and new life.</b></p> <p>Early Learning Goal:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps</p> <p><b>Further ELGs for ‘Understanding our world’ can be found on the EYFS website page.</b></p>	<p><b>Where do the leaves go in Winter?</b> (UK seasons and weather patterns.)</p> <p><b>Why can’t a meerkat live in the North Pole?</b> (Locate hot and cold places of the world, locate the equator/North Pole/South Pole.)</p> <p><b>Where do we live?</b> (Human and physical features of our school and our city.)</p>	<p><b>Where is the UK in the world?</b> (Continents and oceans of the world, characteristics of UK capital cities.)</p> <p><b>Where would you prefer to live: England or Africa?</b> (Comparative study of the UK and Kenya.)</p>	<p><b>What makes the Earth Angry?</b> (Features of volcanoes and earthquakes.)</p> <p><b>Why do so many people go to the Mediterranean for their holidays?</b> (Locating European countries, describing the climate, comparative study of the UK seaside to the Mediterranean.)</p>	<p><b>Why is Bradford so Brilliant?</b> (UK Geography, features of different settlements and identifying land use.)</p> <p><b>Why should the rainforest be important to us all? (focus on Brazil)</b> (Countries of South America, comparative study of the UK and a South American country, features of a rainforest, climate zones.)</p>	<p><b>What’s so special about the USA?</b> (World mountains and rivers, features of rivers, climate zones and biomes of the USA, a comparative study of North America, South America and the UK.)</p>	<p><b>How is our world always changing</b> (How geographical features including the Whitby coast have changed over time.)</p>

### Links with other areas of the curriculum

Our Geography curriculum allows children to develop skills and knowledge that can be transferred to other curriculum areas such as History. At Farnham Primary School we have placed a great importance on the use of historical and current maps of local places to encourage children to explore their local area in depth and discuss how it has changed over time.

Linking closely with our science curriculum, we also aim to ensure children are aware of current environmental issues such as plastic waste. In Autumn 2019, the whole school took part in an English Curriculum day centred around the book ‘Someone swallowed Stanley.’ This book addresses the issue of plastic waste and children were given the opportunity to explore the impact of plastic waste on our oceans and its animals.