

## **Glendale Middle School**

### **Geography**

#### **Rationale**

*At Glendale Middle School, we believe that Geography stimulates curiosity and imagination and we aim to build upon the child's "personal geography" by developing geographical skills, understanding and knowledge through studying places and themes.*

*At Glendale Middle School Geography is a valued part of the curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people.*

#### **Intent:**

The intention of the Geography Curriculum at Glendale Middle School is to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

#### **Aims:**

- To make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- To extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the World.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world around them and to respect other people's beliefs, attitudes and values.
- To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To develop interest and enjoyment of geographical experiences and build confidence and understanding.
- To recognise and understand issues concerning the environment and sustainable development.

## **Implementation**

Geography explores the relationship between the Earth and its people through the study of the physical and human features of Earth, the influence of the environment on human behaviour and lifestyles and the natural resources people use.

At Glendale Middle School Geography involves:

- Undertaking fieldwork in the local area and places further afield in the UK. Due to our Geographic location, we can with ease, use the local environment to expand our knowledge of physical geography further.
- Comparing and contrasting land-forms, land uses, weather, seasons and ecosystems.
- The use of secondary sources to obtain geographical information, e.g. photos, books, atlases and videos.
- Following directions using positional and directional language, also using these to direct others.
- Expressing and evaluating views on the attractive and unattractive features of the environment, e.g. tidiness, noise, building on greenbelt land.
- Naming the physical features of places, e.g. mountain, sea, beach, river, and valley.
- Using developing language to talk about their work e.g. route, scale, tide, erosion, climate, temperate, continent.
- Developing geographical skills of making observations and measuring, recording observations through maps, talk, and writing, taking photographs, sketches and diagrams.
- Using maps, globes, atlases and interpreting photographs.
- Use digital satellite mapping (Digimaps for schools) to explore the use of GIS mapping in KS2 and KS3.
- Help the children appreciate the variety of responses to the same basic needs (ethnic, cultural and economic) and to imagine what it might be like to experience life in other places.

At Glendale Middle School, we use a variety of teaching and learning styles in our Geography lessons. We use whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. Our aim is for children to be critical thinkers who challenge sources and what they are told. As children move from Y5 through to Y8 they will explore a range of sources that aim to deepen their understanding of the world around them.

We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, video and aerial photographs, and we enable them to use ICT in Geography lessons where this serves to enhance their learning.

At Glendale Middle School children take part in role-play and discussions and then present reports to the rest of the class. Children learn about other places through reading stories with settings in different places and in different landscapes. They make outside visits. They engage in a wide variety of problem-solving activities.

Wherever possible, we involve the children in 'real' geographical activities, e.g. the research of a local environmental problem, using the national park and mapping skills in the local area.

The objectives of Geography teaching in the school are based on the requirements of the National Curriculum programmes of study for Upper Key Stage 2 and Key Stage Three. The Geography curriculum of the school will therefore help children to experience the following key aspects of the programme of study:

In both Key Stage 2 and Key Stage 3 children should study four keystrands.

These are:

1. Geographical enquiry and Skills.
2. Knowledge and understanding of places. (Human Geography)
3. Knowledge and understanding of patterns and processes. (Physical Geography)
4. Knowledge and understanding of environmental change and sustainable development.

At Glendale Middle School Geographical work undertaken within the school has been carefully organised to provide breadth and depth of knowledge and understanding as well as developing skills. The development throughout the two key stages builds on children's previous work.

### **Key Stages 2 and 3**

At Key Stage 1, Geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there and developing an awareness of the wider world through cross-curricular topics. Children at Glendale Middle School arrive with differing Geographical knowledge therefore KS2 Geography is embedding and developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world through cross-curricular topics.

KS3 entails exploring further the themes developed in KS2 and ensuring they are embedded. In addition to this, KS3 Geography consolidates and extends their knowledge of the world's major countries and their physical and human features. They will understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding

### **Impact**

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the

school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers when they leave Middle School either at KS2 or KS3. Impact is measured through informally assessing children's understanding before and each after unit is taught; marking of work in books; discussion with pupils throughout each unit.

Often Geography is taught progressively by members the same member of staff who is able to track effectively previous and current geographical knowledge as well as being able to know what children need to know to progress further.

When children leave Glendale Middle School they are Geographers who are actively aware of the changing world around them.

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