

Geography at St George's

At St. George's we believe that Geography helps to inspire children's fascination about the world and its people which will remain with them throughout their lives. Our aims are to encourage children to think deeply about interactions between physical and human processes, and of the formation and use of landscapes and environments, both on a global scale, and within their locality.

Being a Geographer at St George's Primary School means:

1. **Learning about our world.** We investigate different places starting at our locality and the United Kingdom before we travel further afield to look at places in Europe, North and South America, Asia and the even the weather extremes of the North and South poles and the equator.
2. **Being skilled at using maps, globes and other sources of information.** We use maps, globes, photographs, satellite images and other sources of information to learn about places and their different geographical features. We should be skilled at reading maps and using symbols and grid references.
3. **Understanding the impact that we have on our world.** We learn about the impact of human lives on the geography of different areas.
4. **Being investigative.** Geography involves field work. This means that we investigate different areas and collect information and data on geographical features, weather and how people live (traffic use, number of residents etc). Through the use of our Outdoor Learning boxes, we can go outdoors for a more 'hands-on' experience.
5. **Being knowledgeable about our world.** By the time we leave school, we should:
 - Know the names of the 7 continents and 5 Oceans of the world
 - Know the important geographical places and features in the United Kingdom
 - Know the main countries in Europe and the important cities, rivers and mountain ranges.
 - Know about the equator, the North and Southern Hemispheres and other geographical features.
 - Know the dangers of climate change and the threats this poses to our environment.
 - Learn about another country in detail. In year 6 we study China and have the chance to interact with children, families and staff from another school.

We learn geography because it enables us to develop a deeper understanding of the world around us and ask key geographical questions such as:

- Where is this place? Why are we learning about it?
- What is it like and why is it like that?
- How and why is it changing? What will it be like in 50 years?
- How does this place compare with other places?
- How and why are places around the world connected?
- How can I investigate this place?
- Can I use my geographical skills to communicate information about this place?

Essential Key Skills

- Use and understand globes, atlases, maps, photographs and other sources of geographical information.
- Undertake fieldwork so they can experience the differences that they learn about in human and physical geography. e.g. collating a traffic survey, building models of towns, collecting photographs, recording weather patterns, measuring river depth, conducting a street or town survey.
- Identifying and describing climate and weather patterns, physical features and processes (e.g. glaciers, rivers, coasts), human features and processes (e.g. settlement patterns, exploring what towns and villages are like etc.).
- Understand and use a wide range of subject specific geographical vocabulary.

Cross Curricular Links

Promoting RESPECT

Resilience	How resilient do people, animals, plants have to be to survive in other parts of the world? What does human geography teach us about resilience of the Earth's environment.
Empathy	What is it like to live in other parts of the world? Can we empathise with areas that have their way of life threatened by geographical and environmental factors (coastal erosion, pollution, earthquakes etc)?
Self-Awareness	How self-aware are people about their environment and how geography affects their lives? Are we environmentally self-aware and responsible?
Positivity	How have we adapted to our geography to improve quality of life? Examples include irrigation, using volcanoes as fertile soil, solar power near the equator etc.
Excellence	Who are the pioneers in geography? How have they excelled in their field?
Communication and Teamwork	How do we use communication and teamwork for mapping, orientation, field-work etc?

English

Speaking and Listening – Our children should use geography as an opportunity to develop their geographical vocabulary, ask questions; present information orally about their learning; undertake discussions; have debates, record podcasts etc.

Writing – There are numerous opportunities for high quality writing in geography. These include; writing postcards; tourist information guides; explanations; reports; diary entries; journals and developing high quality evaluative writing.

Reading – Our children will access a wide range of literature in Geography. This will include information texts; atlases; maps and information on computers and the internet.

Maths

Geography is rich with mathematics. Below are some of the opportunities that we will find in the different mathematical domains:

Number and Problem Solving:. Calculations using large numbers e.g. calculating populations of countries, calculating time zones etc.

Statistics and Measure – collecting data from field studies e.g. traffic surveys, recording temperatures, rainfall, speed of winds and hours of sunshine. Exploring different ways of representing and recording the data collected. Also opportunities for problem solving using this data.

Geometry: Examples include: coordinates; grid references; scales, direction; compass points. Geography also provides lots of practical opportunities for exploring geometrical properties such as angles, parallel lines etc.

ICT and Computing

There are lots of opportunities for using ICT in geography.

ICT can be used to **collect and record data** through sensors and probes e.g. weather data.

Present information. Children can collate e-diaries using texts, photographs, tables and data. Programs can also be used to assist with data handling and presentation.

Developing a **weather station** in the outdoor classroom.

Using google maps and google earth to locate countries and their physical features.

Children can also develop simple programming to record and use weather inputs when they are programming.

Using google tour builder children can create a virtual tour between different countries, or map out trade routes.

Science

Investigating the seasons, plants, habitats, weather and the climate. Exploring the impact of global warming and changes to habitats. Look at the importance of the water cycle and explore how economic activity affects geography e.g. fossil fuel consumption and alternative sources to produce energy. How can geography be harnessed to improve an environment? For example, use of solar power, wind technology etc.

Art and Design

Art and design offers excellent opportunities for sketching, recording observations. Geography also links to many great artists (**Albert Bierstadt and Monet**) and media (such as water-colour, photography).

SMSC

At St George's we also look at Geography in terms of its Social, Moral, Spiritual and Cultural importance. We have made decision to promote this by:

- Celebrating global diversity.
- Establishing cultural links with a school in China. This will be a key focus of the Year 6 curriculum.
- Being champions of our environment through ECO Council and Young Leader projects.
- Lead protests in our local area to raise awareness of climate change.
- Raising money for international disasters through charity work.