



Geography Handbook



'It's a big world out there, go explore.'

Approved by: Headteacher & SLT

Last reviewed: September 2023

Next review: September 2025

Rationale:

Learning is a change to long-term memory. We want our children to develop a positive attitude towards Geography; to see it as a way of exploring different places around the world and as an opportunity to explore their local area. We want to inspire the children's curiosity, to know more about where they live and the wider world and develop their understanding of how other countries may be different to ours. We want to inspire the children to respect the world they live in.

We want our children to develop knowledge about locations, cultures, and the environment. Enabling them to participate in practical activities ensures they develop geographical skills, such as map reading, whilst stimulating critical thinking and nurturing a global perspective, emphasising the significance of cultural diversity. We want the children to have a deeper understanding of current issues and topics, to develop a sense of being a responsible citizen in today and tomorrow's world.

Intent

Our Geography policy aims to give the children a firm foundational understanding of the world around them, which leads to an understanding and empathy of their place within the world and the impact they can have on it. It aims to foster curiosity and exploration, enabling them to develop spatial awareness, cultural sensitivity and environmental consciousness. Through this policy, we intend to help the children think critically, compare different locations and information and solve real-world problems. It seeks to promote global citizenship, instilling a sense of responsibility for the planet and its diverse inhabitants. Ultimately, the intent is to equip the children with the essential knowledge and skills that will serve as a foundation for their academic journey and their roles as informed and engaged members of society.

Implementation

1. Local Area Location

- Units of work will be sequenced and built upon to ensure the children gain a good understanding of their classroom, school community, local area community and the wider areas of Bolton
- We will encourage the children to ask questions about their local area and fieldwork will underpin everything they learn
- Children will learn to consider the similarities and differences between areas of Bolton to other areas in Bolton and the wider location
- Children will participate in fieldwork opportunities to provide them a context to put the geography skills and knowledge learnt in to context

2. Wider Location

- Units of work will be sequenced and built upon to ensure the children gain a good understanding of the wider world. This will be done by exploring biomes around the

world and the children will consider the similarities and differences between different biomes studied

- We will encourage the children to ask questions about the wider area and we will use visual aids and interactive multimedia to transport them to different places to widen their understanding
- We will focus our topics on a wide range of places in different continents and always begin by describing the location in terms of their positions in the world.
- Special emphasis will be placed on the key vocabulary linked to location such as equator, hemisphere and tropics

3. Understand Techniques

- Our curriculum will cover map reading skills, starting in EYFS and building on the skills until they reach the end of Key Stage 2
- Children will develop their map skills and apply this knowledge to devising their own maps building on the symbols, keys and grid references used
- Class experiences will provide opportunities to put these skills into context

How are Geography lessons taught at Gaskell Primary School?

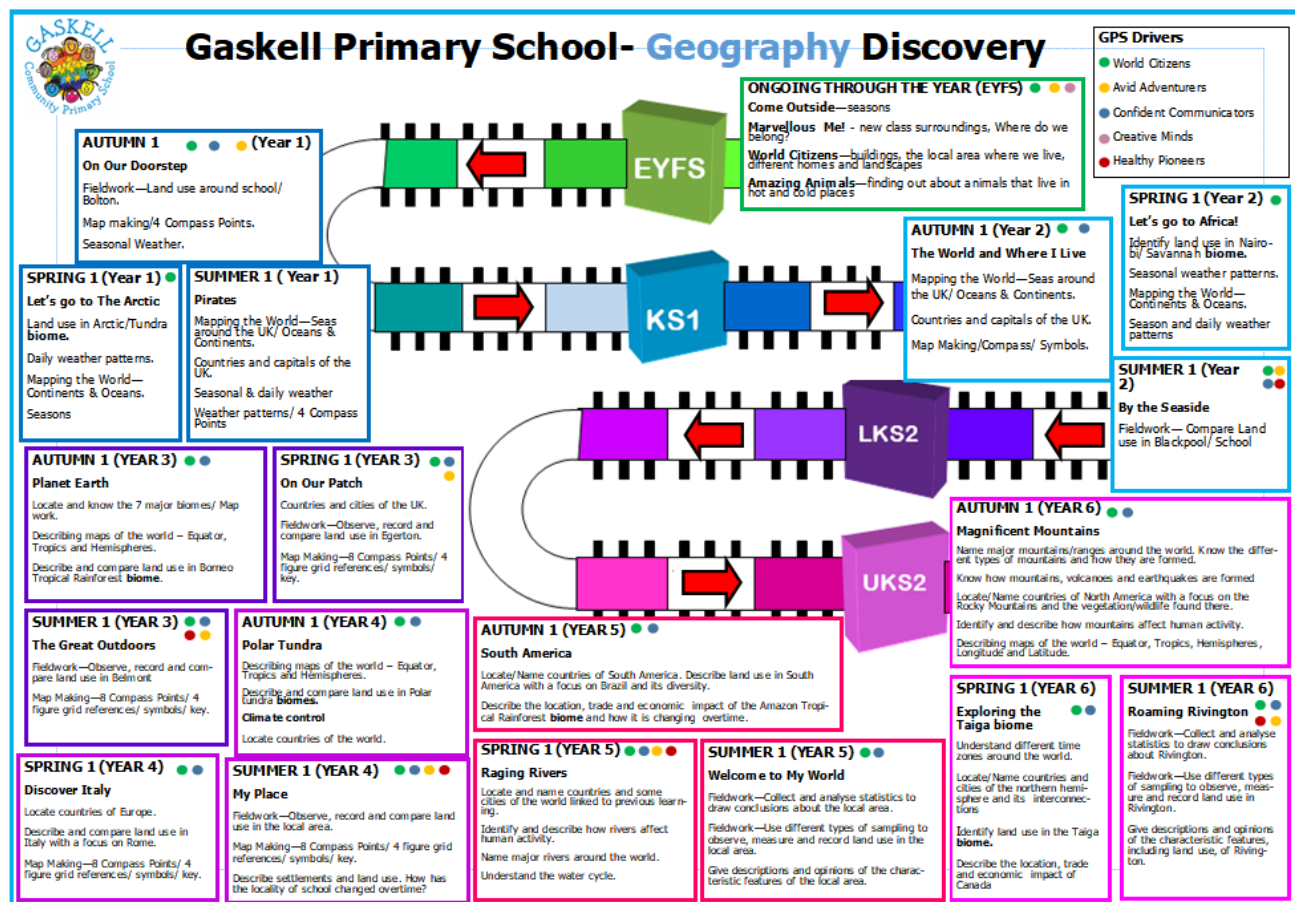
The topics start with a vocabulary focus linked to the subject specific and topic specific words needed to ensure the children can apply the knowledge and skills needed to make progress. Reading links are vital and we adapt a cross curricular approach to the topics with a key focus on geography or history. Knowledge organisers are used consistently to structure the content which is being taught and these play an important part in the child's independent learning.

Impact

1. **Geographical Knowledge:** Children will develop a solid foundation of geographical knowledge, including an understanding of continents, countries, cities, landmarks, human and physical features. They learn to read maps and globes, enhancing their spatial awareness.
2. **Cultural Awareness:** Our geography curriculum introduces the children to diverse cultures, traditions, and lifestyles around the world. This exposure fosters cultural awareness, tolerance, and a sense of respect for diversity.
3. **Environmental Awareness:** Children will gain an understanding of the natural world, including ecosystems, climate, and environmental issues. They learn about the importance of environmental conservation and sustainability.
4. **Critical Thinking Skills:** Geography encourages critical thinking and problem-solving. Children analyse geographic patterns, make connections between human and physical geography, and develop skills for assessing the impact of human activities on the environment.

5. **Global Perspective:** We aim to promote a global perspective. Children learn about international relations, global challenges, and their role as global citizens, which can help them become more informed and engaged in world affairs.
6. **Interdisciplinary Learning:** Geography will make schema links with other subjects like history and science. This approach helps the children make connections between different areas of knowledge and gain a deeper understanding of complex issues.
7. **Life Skills:** Through the teaching of geographic skills, such as map reading, navigation, and understanding weather patterns, the children will gain practical life skills that they can use in various everyday situations.
8. **Career Opportunities:** By exposing the children to geography, we can inspire interest in work related fields such as urban planning, environmental science, and international relations, potentially laying the foundation for future career choices.
9. **Curiosity and Exploration:** By instilling a love of geography, the children will be curious and have a sense of wonder about the world. It will inspire the children to explore and learn more about different places, cultures, and landscapes.
10. **Empathy and Tolerance:** Learning about different regions and cultures will foster empathy and tolerance among the children. They will develop a better appreciation for the diverse perspectives and experiences of people around the world.

Curriculum Structure



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Within this curriculum, the children are able to use their prior knowledge to develop their knowledge and understanding of essential skills that can be used to explore the school, the local community and the wider area around Bolton.

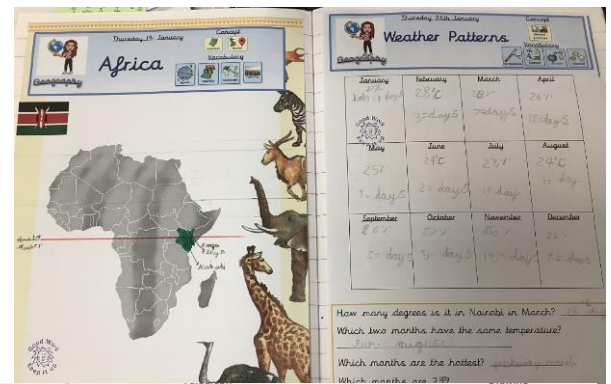
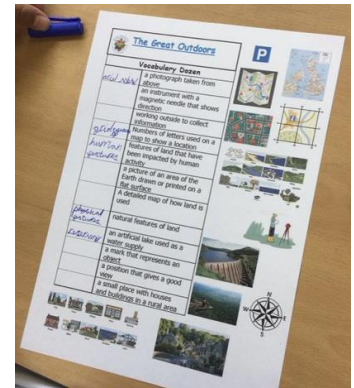
Within Geography, we investigate and describe different places in the world including our school community and the world beyond. We investigate patterns and we learn how to communicate geographically. This curriculum gives plenty opportunities to apply the skills and knowledge learnt through Geography topics into the real world.

We immerse the children in to the new topic by sharing the knowledge organiser with them and getting them to ask questions about what they can see and read. Then, we introduce new vocabulary that applies to the lesson so that the children are being taught in small steps and are therefore able to apply the vocabulary within their geography lessons. This also gives the children the opportunity to use this vocabulary within other subjects linked with our topic such as English, Art, Computing.

Geography will be taught in lessons over Autumn 1, Spring 1 and Summer 1 terms, to enable the children to build up a variety of skills over the half term. They will complete a weekly review which allows the children to reflect and build on prior learning to ensure the development of long-term memory. Children will be given the opportunity to explore their local area and beyond. Some of the experiences we offer to our children include going to the seaside, visiting the zoo and the farm, exploring Rivington and comparing a village in Bolton with the area around the local community. The topics we have chosen not only embed the National Curriculum, but clearly link to the Gaskell drivers.

Planning

Our lesson plans are designed by the Subject Leader, who makes sure that the teaching of Geography is sequenced and progressive and that key knowledge and skills are built upon each year. In Geography, knowledge is selected by using concepts. The concepts build schema links, which allow children to 'know more, remember more and do more'. We ensure that the skills outlined in the National Curriculum are covered within the units and that we are continuously re-visiting previous learning. We do this by embedding the Gaskell Principles of Learning. We also make explicit links to



We use the knowledge organisers to support knowledge retrieval in each unit of work.

Exploring the Taiga Biome

Vocabulary Dozen	
biome	a natural area of vegetation and animals
climate zone	An area which has its own distinct climate
deciduous	a tree that seasonally sheds its leaves
temperate	a region or climate characterized by mild temperatures.
Natural resources	resources that are drawn from nature
human feature	Features of land that have been impacted by human activity
interconnected	operate together as one unit.
physical feature	natural features of land
time zone	a geographic region within which the same standard time is used
trade	buying and selling goods
export	producing a good or service in one country and selling it to consumers in another country
import	a good or service bought in one country that was produced in another.
vegetation	plants, trees and flowers

Taiga Biome

Taiga, also known as the Boreal Forest, is the largest biome on Earth. The Taiga Biome is across the Northern Hemisphere, covering a large area of North America, in North America, it covers most of Canada and Alaska. In Northern Europe, it covers countries such as Sweden, Finland and Norway. The Taiga forests are endangered due to logging and mining by humans. When trees are cut down in the taiga, it takes a long time for new trees to grow because of the short growing season. The taiga is the driest and coldest of the forest biomes. The climate is cold winters and cool summers. All aspects of the taiga forest are dependent on one another, including the climate, soils, water, plants, animals and humans. If any element of the taiga changes, every other aspect is affected.

There are 23 countries in North America including: Canada, United States, Mexico, Greenland and Jamaica.

Canada is most of the northern part of North America. The country is bounded by the North Atlantic Ocean on the east, the North Pacific Ocean on the west, and the Arctic Ocean on the north. The capital city of Canada is Ottawa.

- Climate:** It has a wide range of climate conditions. The Pacific coast is relatively mild while the central western portion of the country has more extreme conditions (cold winters and warm summers)
- Biomes:** temperate deciduous forest, grassland, boreal forest/taiga, and tundra.
- Mountain ranges:** The Rocky mountains, Mount Elbert, Canadian Rockies, Mount Robson
- Longest River:** Yukon River (3,190 km)
- Largest Waterfall:** Della Falls (a total height of 400m)

North

West — East

South

techniques

➤ Bolton is a town in England

➤ England is a country

➤ There are four countries in the United Kingdom

- England
- Scotland
- Wales
- Northern Ireland

➤ Each of these countries has a capital city, flag and national flower

Country	Capital City	Flag	National Flower
England	London		rose
Scotland	Edinburgh		thistle
Wales	Cardiff		daffodil

Four countries make up the United Kingdom

Around the World in 80 days

techniques

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Vocabulary Dozen

a view from above

aerial view

continent

compass point

country

England

human geography

Great Britain

grid reference

ocean

physical geography

symbol

United Kingdom

techniques

a very large area of land that consists of many countries. Europe is a continent.

any of the main points of a compass: north, south, east and west.

an area of land that is controlled by its own government.

a country in the United Kingdom. Bolton is a town in England.

Features of land that have been impacted by human activity

An island that is made up of England, Scotland and Wales.

squares on a map to help you find a place

one of the five very large areas of salt water on the Earth's surface.

natural features of land

represents different objects on a map

The UK is officially known as the United Kingdom of Great Britain and Northern Ireland. It includes England, Scotland, Wales and Northern Ireland.

This is an aerial view of Bolton.

Discover Italy

Vocabulary Dozen	
aerial view	a photograph taken from above
atlas	a book of maps
climate	the general weather conditions that are typical of a place
coastal	an area of land close to the sea
continent	a very large area of land that consists of many countries. Europe is a continent.
human features	Features of land that have been impacted by human activity
landscape	everything you can see when you look across an area of land including hills, rivers, buildings, trees, and plants
mountain	a very high area of land with steep sides
physical feature	natural features of land
river	a large, natural stream of fresh water that flows into the sea or a lake.
tourist	a person who is visiting a place for pleasure and interest, especially on holiday.
vegetation	plants, trees or flowers

Italy

Italy has many cities, towns and villages. Rome is the capital city. Italy has many famous landmarks, many which form part of their history, including the ruins of Pompeii, the leaning Tower of Pisa and the Rialto Bridge in Venice.

Rome

Rome is the capital city and is made up of the residential, commercial and other buildings, including famous landmarks.

The history of Rome dates back to the Roman era and there is a Roman Colosseum and Pantheon.

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We assess the children at end of each topic using **Learning By Questions** which shows each child's knowledge of the topic. The information we gather during each unit about the performance of individual children and groups will enable the teacher to provide carefully tailored feedback, questioning, explanation and support, according to their needs. When each unit has been completed, teacher assessments are updated on **INSIGHT**. Subject work books and (where appropriate) Seesaw will also be used to support objectives and showcase evidence.

