

Fazakerley Primary School

Formosa Drive, Liverpool, L10 7LD

Geography Vision

Intent and Design

At Fazakerley Primary School we endeavour to inspire in pupils an enduring curiosity and fascination about the world and its people. We want to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, we want their geographical knowledge to help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want our pupils to understand that they are part of a delicate world which is shaped by human and physical processes and that we all have a responsibility to try to protect and preserve our planet; that any small changes can add up to make a huge difference. We want them to understand their place in the world and that beyond the locality of school, Fazakerley, there is a hugely diverse and richness of culture, varied land use, climate and environment. We feel strongly that our pupils should realise how their immediate area has changed over time and that they are connected to a hugely important city. Our pupils will broaden their understanding and sense of place in the world by studying contrasting localities both inside and outside of Europe, the impact of humans on our planet and the vast power of nature. We want our pupils to experience geography outside of the classroom and away from pencils and paper, thus we place importance on fieldwork and collecting data.

To underpin our intentions, we realise the children need to develop key geographical knowledge and skills, therefore we provide opportunities to build on knowledge of location and place, of human and physical geography and enhance geographical skills in fieldwork. Specifically, our pupils: -

- Locate the world's countries and continents, using maps, atlases and digital resources, addressing key physical and human characteristics. Within the United Kingdom, name and locate counties and cities, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Globally, we want our pupils to be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). We enrich this by making video calls to countries on the other side of the world to trusted friends of the school who reside there, for example, designing geographical questions to ask a person living in New Zealand who can show that it is night-time when the children are experiencing the start of the school day in Fazakerley!
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.
- Describe and understand key aspects of:



- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Although we realise that digital maps, satellite navigation and GPS tracking is relied upon hugely in the modern world as technology evolves, we place importance of an understanding of how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. We therefore aim to expose our children to use the 8 points of a compass, 4- and 6-figure grid references, symbols and key for OS maps in order to build their knowledge of the United Kingdom and the wider world. Whilst in the field, collecting data, our pupils observe, measure record and present the human and physical features in the local area by sketching maps, plans and graphs.

We realise the teaching of key geographical vocabulary is crucial and therefore we aim to teach this in a discrete and purposeful way, enabling children to achieve a depth of understanding which can be applied when such words occur in other subjects areas.

Implementation

At Fazakerley Primary School, we teach Geography discreetly and continuously in blocks of time to maintain an uninterrupted progression and flow, whilst acknowledging where meaningful links can exist to other subject areas. We ask our staff to display age appropriate resources within our classrooms to reinforce geographical knowledge. We also encourage use of the 'Digimap for Schools' software to expose the children to areas studied as they exist today and how they've changed over time. We realise that children learn better when fully enthused and motivated and therefore try to enrich the geography curriculum with fieldtrips, communication with people in other continents, using instruments to measure the weather such and wind vanes and anemometers, creating weather reports and news reports to describe current issues and weather patterns. We have also invested in a permanent onsite orienteering course, so that our children have easy access to repetitively practice this hard to address skill.

We want our children to be proud of their place in society and want to foster a belief in them that they can aspire to go on and do great things, such as working to solve problems arising from future environmental challenges, global warming and our over reliance on natural resources. Key geographical skills enable them to better understand the immediate world around them and the wider world. Children are the future of our planet and should understand their vast potential to influence the world around them.

We review and revisit our curriculum regularly to ensure progression. We recognise the importance of identifying staff who need support with knowledge and skills, and implement this through training where required. Subject leaders share advancements in the subject with all staff and maintain regular communication to support and address key focus areas. We ensure that resources already purchased are fully embedded, and we constantly maintain and update our inventory of resources, including identifying and purchasing software or hardware required to support computing.



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