



Geography at Danbury Park Community Primary School

At Danbury Park Community Primary School we teach *Geography* as part of the National Curriculum and through the Knowledge and Understanding aspect of the Early Years Foundation Stage Framework. Our aim is that all children at Danbury Park Community Primary School will have an understanding of the world in which they live, both the local area and beyond and have an appreciation of the natural world.

Geography is taught to all pupils and is usually incorporated into a wider class topic which may span a half-term. Subject progression grids are used to develop long term planning and teachers use these plans to deliver high quality, engaging lessons.

Geography in Early Years Foundation Stage (EYFS)

At Danbury Park Community Primary School we inspire children's curiosity and fascination about the world and people around them - its places, cultures and ways of life - and hope that this remains with them for the rest of their lives. We develop and gradually deepen their geographical knowledge, understanding and skills, enabling them to apply these into their everyday life.

Geography in Key Stage 1

In Key Stage 1 the emphasis is still on children learning about the world around them. We use practical classroom strategies to develop pupils' geographical thinking, knowledge and understanding and extend their geographical skills and vocabulary. Throughout each academic year, we explore many different ways we can link geography to other subjects and often include an educational visit. In previous years, this has included The Tower of London, Hedingham Castle and The Olympic Park. We also explore our local area of Danbury. By the end of Key Stage 1, all children should have a basic knowledge of countries, the continents and the oceans which will lead onto deeper studies and greater detail and knowledge in Key Stage 2.

Geography in Key Stage 2

By the time the children start Key Stage 2 they have strong foundations in their knowledge of the world and can begin to apply geographical thinking to new contexts and situations. We encourage all children to draw on a wider breadth of context with increasingly complex and abstract ideas. In Year 6 the children attend a week long residential visit to an area that has a wealth of historical, geographical and technological links. From this they are able to apply their geographical knowledge and skills first hand and they return to school to follow up on personal lines of enquiry and to prepare a presentation to parents. In the past we have visited York and Ironbridge.

The three main focus areas of study in *Geography* are locational knowledge, place knowledge and human and physical geography.

Locational Knowledge

This examines latitude, longitude and time zones. The children use maps to focus on Europe, North and South America, concentrating on regions, key physical and human characteristics, countries, and major cities. They also work on locating the counties and cities of the United Kingdom, and start to explore their human and physical characteristics.



Place Knowledge

Children examine geographical similarities and differences by comparing the geography of a region of the United Kingdom with a region in a European country, and with a region in either North or South America.

Human and Physical Geography

The children are taught to describe and understand key aspects of geography, for example: climate zones, rivers, mountains, volcanoes, earthquakes, the water cycle, types of settlement, economic activity and the distribution of natural resources.

All the above are often combined into one topic to make learning meaningful and relevant. We also explore current events so that the children further and apply their understanding to real situations. We make the most of children's own personal experiences drawing on places and countries that are special to them so children may talk about another country where they have previously lived, have family or have visited as part of their *Let's Present* sessions.