

Geography

Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The Jersey curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - **collect, analyse and communicate** with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - **interpret a range of sources** of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - **communicate geographical information** in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Wherever possible use should be made of local examples to illustrate the human and physical geography of the Island. Examples are given at the end of the Programme of Study

Attainment Targets

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Subject Content

Key Stage 1

Pupils should

- develop knowledge about the world, the United Kingdom, the Channel Islands and Jersey and their locality
- understand basic subject-specific vocabulary relating to human and physical geography
- begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of Jersey, its parishes and main settlements, the other Channel Islands and the surrounding waters.

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of Jersey, and of a small area in a contrasting country.

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and Jersey. The location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour, reservoir and shop.

Geographical skills and fieldwork

- use world maps, atlases and globes to identify Jersey and the Channel Islands together with their position in relation to the United Kingdom and its countries, France, and the countries, continents and oceans studied at this Key Stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

Pupils should

- extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features
- develop their use of geographical knowledge, understanding and skills to enhance their locational and environmental knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on the United Kingdom and the Channel Islands, Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, 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
- 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).

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of Jersey, a region of the United Kingdom, a region in a European country, and a region within one other continent

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, coasts including tides, 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.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and

physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key Stage 3

The Pupils should

- consolidate and extend their knowledge of the world's major countries and their physical and human features
- understand how geographical processes interact to create distinctive human and physical landscapes that change over time
- become aware of increasingly complex geographical systems in the world around them
- 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 as part of an understanding of sustainability.

Pupils should be taught to:

Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on several contrasting continents and regions, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.

Examples

Continents: Africa, Asia
Countries: Russia, China, India

Place knowledge

- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.

Human and physical geography

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
 - physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
 - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources including Jersey's relationship to the UK France and the wider world
 - understand how human and physical processes interact to influence,

and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Examples of local human and physical geography resources.

Further information on resources and activities can be found on the Jersey Learning Platform in the Outdoor Education Area.

Physical Geography	Human Geography
Coasts	Recycling
Seymour Tower	Harbour
Maison St Louis	Maritime Museum
Durrell	Church
Ronez Quarry	Jersey Financial Commission
	Airport
	Ronez – Economic Activity
	Fair Trade