



Geography at Astwood Bank Primary

Policy	Geography
Last review	September 2023
Reviewed by	Ms H Miles



Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live. Geography explores the relationship between the Earth and its people through the study of place, space and environment. Geography is concerned with pupils learning about their own locality, whilst becoming aware of the world beyond their own environment.

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.

Geography encourages children to learn through experience, particularly through practical and fieldwork activities. At Astwood Bank Primary School, we believe it is important to build a geographical curriculum that embraces the importance of outdoor learning; to build a curiosity for learning to help our children to know more, remember more and understand more.

Aims

Through our teaching of Geography, we aim 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.
- Develop pupils growing knowledge about the world which will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Through Geography we can also:

- Improve pupils' skills in literacy, numeracy and computing.
- Develop pupils' thinking skills.
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.
- Develop pupils as active citizens.

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

- develop contextual knowledge of the location of globally significant places – 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 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 and aerial photographs.

- communicate geographical information in a variety of ways, through maps, numerical skills and writing at length.

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.

Statutory Requirements from 2014 for Geography - Early Years

Within the Early Years Foundation Stage, geography is included within the area of learning called 'Understanding the World' we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged from three to five. The children learn to investigate similarities and differences between their local home/school environment and the wider world. This takes place through discussions, stories, collections of artefacts, exploration of the local area, looking at photographs and talking about personal experiences of other environments.

This is set out in the early year's curriculum as children needing to:

- Observe, find out about, and identify features in the place they live and the natural world.
- Begin to know about their own cultures and beliefs and those of other people.
- Find out about their environment and talk about those features they like and dislike.

Key stage 1

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

Pupils should be taught to:

Locational knowledge

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- name and locate the world's seven continents and five oceans.

Place knowledge

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

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and North/South Poles (Y1/2)
- 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 and shop (Y1) & (Y2) with localities chosen.

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries.
- use world maps, atlases and globes to identify 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; 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. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on 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 a region of the United Kingdom a region in a European country and a region within North or South America.

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including climate zones, rivers, mountains, volcanoes and earthquakes biomes, vegetation belts and the water cycle.
 - human geography, including types of settlement and economic activity including trade links land use 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 (Y3, Y4, Y5, Y6)
- use the eight points of a compass, symbols and keys.
- use four and six-figure grid references, symbols and key 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.

Equal Opportunities

All children regardless of cultural background, gender or ability will have the same access to the geography curriculum and will be given the opportunity to join in with all activities. Geography is taught in a cross-curricular way and teachers provide work that is stimulating, challenging and inclusive for all children.

Resources

We keep teacher reference materials and geographical equipment such as maps and globes in the planning room. In the library we have a supply of geography topic books.

Resources which are topic specific are found in labelled topic boxes or in teachers own planning boxes. Teachers are encouraged to keep an atlas and globe in their own classrooms for frequent reference relating to other areas of the curriculum.

Assessment

Assessment for learning is a powerful means of helping each teacher to tailor their teaching to get the best progress for each child. Each unit of work starts with an assessment of prior knowledge and what the children would like to find out. It ends with an assessment of what they have learned, and the children will be judged on whether they are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). The children also have opportunities to self and peer assess against the success criteria.

Health and Safety

This policy needs to be read alongside our **Health and Safety Policy** and the **Educational Visits Policy**.

Monitoring

The geography subject leader is responsible for:

- Monitoring the standard of work and the quality of teaching in geography.
- Reviewing and updating resources.
- Being informed about current developments in the subject.
- Developing assessment to ensure progression and continuity.

Example taken from the school's progression of skills & knowledge document for all year groups.

EYFS Framework	Understanding the World						<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>
ELG	People, Culture and Communities	The Natural World			<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>		
Reception Themes	Superheroes	Festivals	Story settings	Transport	Space	Food and Farming	
Skills	Locational Knowledge	Place Knowledge		Human & Physical Geography	Geographical Skills	Field Work & Enrichment	
	<p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>That the world is made up of different countries</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Explore the natural world around them.</p> <p>Where they live is unique to them and their family.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>That there are key words/vocabulary associated with human and physical geography.</p> <p>That we need to change what we do/wear in response to the climate.</p> <p>Understand some important processes and changes in the natural world.</p> <p>Know some similarities and differences between the natural world around them.</p>	<p>Understand position through words alone. For example, "The bag is under the table.</p> <p>Draw information from a simple map.</p> <p>That positional language and directions can tell us where to go.</p> <p>Use a range of sources such as simple maps, photographs, magnifiers.</p> <p>Be able to draw on their experiences and what has been read in class.</p>			