



## **Windy Nook Primary School**

### **Geography Policy 2024-25**

Our school policy is developed in accordance with the National Curriculum for Geography and the Birth to Five Matters focusing on Understanding the World, The World and People and Communities. Our school implements the curriculum through a mixture of discreet geographical teaching, and through cross curricular links with other subjects. Foundation Stage planning for Understanding of the World shows how we engage our Nursery and Reception children in early geographical learning experiences. This shows how Geography fits into our whole school organisation and how we have linked blocks of work so that they are more meaningful and contextualised. It is also recognised that geographical teaching may make use of current news items that are relevant to the learning of the subject.

Planning for Geography ensures that the subject receives its correct time allocation and allows progression over the key stages. The scheme of work will cater for children and all their individual learning needs.

Our skills-based curriculum has placed an emphasis on children learning how to read maps and locate countries.

#### Why is teaching Geography important?

*“The study of Geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and their environments are interconnected. It builds on pupils’ own experiences to investigate places at all scales from the personal to the global”. (Ofsted)*

#### Aims and Objectives

Geography teaches an understanding of places and environments. The aims of Geography are:

- to enable children to gain knowledge and understanding of places in the world;
- to ensure the progressive development of geographical concepts, knowledge, skills and attitudes;
- to increase children’s knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what ‘global citizenship’ means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.
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### Teaching and learning style

Geography is taught using a topic-based approach. Skills and knowledge are taught in a thematic cross curricular way and the learning that takes place links directly to the topic being covered. Geography is timetabled as being a 'topic' lesson. We use a variety of teaching and learning styles in our Geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. Each lesson begins with a starter activity which revisits either prior learning already taught, key skills or vocabulary. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs. We enable them to use ICT in Geography lessons to access mapping software; interpret data in the form of graphs or tables and to research geographical environments where this serves to enhance their learning.

### Geography Curriculum

The National Curriculum defines the content of the school curriculum for Geography:

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

#### 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 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 and shop

#### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as 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. 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 human and physical Geography 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, 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

#### 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.

### Early Years Foundation Stage (EYFS)

We teach Geography in the foundation stage as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Birth

to Five Matters Framework this underpins the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places and singing songs from around the world.

### Teaching Geography to children with SEN

At our school we teach Geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide the children with the skills to research, to communicate, to read and write, to perform, to reason, to create and produce, to critically consider and to problem solve. We enable pupils to have access to the full range of activities involved in learning about Geography.

### Fieldwork

It is always advisable to base learning on first-hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will ensure that the pupils will get to explore the world beyond their classroom environment. All teachers are encouraged to organise visits that will enable pupils to extend their knowledge of the world around them e.g. the seaside and local walkways and woods.

### Assessment

Teachers assess children's work in Geography by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives from the national curriculum. This allows the teacher to make termly assessments of attainment and progress for each child.

### Monitoring & Evaluation

The Geography Subject Leader will monitor and evaluate the teaching and learning of Geography through monitoring and evaluation of pupils' work, lesson observations, discussions with pupils and monitoring of our skills-driven assessments. Part of this process is completed with the Senior Leadership Team.

### The role of the Geography co-ordinator

- To develop and maintain the quality of Geography teaching throughout the school.
- Promote Geography good practice throughout the school - support colleagues in their planning, teaching and assessment.
- Plan, organises and deliver CPD and joint professional development with a view to identifying the support colleagues need
- Work alongside the SENCO and SLT team.
- To prepare the school's Geography curriculum policy document.
- Maintain an up-to-date stock of resources and equipment and make available to staff.
- Monitor and evaluate the strengths and weaknesses in Geography across the school highlighting areas for further improvement on the school's action plan.
- Conduct pupil interviews, monitor planning, website and book scrutiny and lesson drop-in sessions.
- Provide the Governing Body with an annual Geography report of what impact Geography has had within the school.

*Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day - to - day home life*

*Article 28: Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.*

*Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment).*

*Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities*