



Bolton Primary School

Geography Policy



Purpose of Study

Geography is the 'integrated study of the complex reciprocal relationships between human societies and the physical, chemical and biological components of the Earth. Geographers study place, space and time, recognising the great differences and dynamics in cultures, political systems, economies, landscapes and environments across the world, and the links between them.'

Quality Assurance Agency for Higher Education, Ofsted Geography Research Review, June 2021

The purpose of our curriculum is to enable children to develop a deep understanding of place, space and time beginning in the Early Years. We feel that this must be embedded within a happy, stimulating school environment, where individuals are encouraged to develop their ability to work as contributors within co-operative groups, within school and within the community in which they live.

Aim

Our geography curriculum is embedded within our locality to enable children to develop their understanding of the world in which they live; nurturing their own sense of place. Their sense of place is linked to their emotional attachment to their environment and embedded within their personal experiences. From this we scale up and look ever wider out into the world to build an understanding of the inter-dependence of individuals, groups, nations and the environment.

We believe that two fundamental characteristics of geographical thinking are: recognition of how places are linked and evolve and a holistic understanding of the world.

Studying geographical interconnections at a range of scales (including the global) underpins geographical thinking... Thinking geographically requires us to examine several 'stories' about, for example, a place, people's lives, or an environmental concern.

Geographical Association

In order to make learning more memorable and magical we incorporate a focus on using stories to really engage our pupils with geographical concepts and inspire a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. High quality texts, both non-fiction and fiction (utilising relevant factual information) have been chosen to help children appreciate the interaction of location, time and human & physical processes. This will complement practical activities, use of maps, globes and atlases, incorporating technology children will be enabled to understand the locational context of the places studied. Fieldwork enables links to real places and is an essential component of developing an understanding of geographical processes. We aim to build knowledge of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The national 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.

Content

All children will be taught the skills and knowledge of Geography as outlined in the 2014 National Curriculum for Geography.

Early Years

Early Years children will draw upon their own observations and experiences to talk about their immediate environment, using knowledge from discussion, stories, non-fiction texts and maps. They will be able to explain some similarities and differences between different religious and cultural communities in this country and know some similarities and differences between life in this country and in other countries. They will explore the natural world around them, making observations and drawing pictures of animals and plants. They will know some similarities and differences between the natural world around them & contrasting environments. They will develop an understanding of some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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 to recognise landmarks and basic human and physical features; make simple maps with simple 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:

Locational knowledge: locate and name countries in Europe, North and South America, and their major cities, on a map.

Discuss the environmental regions and key physical and human characteristics of Europe and North & South America.

Locate and name counties and cities of the United Kingdom and the seas around them.

Identify human and physical characteristics of the UK, including hills, mountains and rivers and understand how some of these 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 keys (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.

Teaching and Learning:

All children will study either History or Geography one session per week. The knowledge, skills and understanding will be taught within Geography topics to ensure continuity and progression from the Early Years and through the two key stages and to provide a sound structure on which to build as they continue to KS3. The children will work in small groups and independently and the lesson content will be pitched to the children's individual needs, interests

and abilities. Where possible cross curricular links will be made and visits, visitors, drama & role play will enhance the meeting of objectives. All units will be planned and monitored by teaching staff; in EY/KS1 some lessons may be taught and delivered by a TA under the supervision of a teacher. KS2 lessons are taught by the subject leader.

Resources

Resources are managed by the subject co-ordinator. All geography related resources and equipment for KS1 & KS2 are stored in the cupboard in the KS2 classroom. The large maps are stored in the map chest in the hall. Some other specific equipment is stored in the science trolley. Atlases are available in each classroom, with the main stock of advanced atlases being stored in Class 3 library to be used throughout school. The children are encouraged to develop independence in use of atlases and equipment, particularly at KS2.

Differentiation:

Those with particular special needs may have extra support for the activities or the language content altered. The recording of information can be changed to oral or pictorial communication and resources modified to be accessed more easily.

Disadvantaged: The school is committed to raising achievement for disadvantaged young people. Teachers and teaching assistants will ensure an equitable approach and give more support, guidance and challenge to our disadvantaged in all our lessons.

Assessment:

There will be a unit assessment at the end of the block of learning based on key learning objectives. Assessment will also take place informally through observation, open questioning, discussions and marking children's work. This information will be recorded on our school's foundation tracking sheets and shared termly with parents.

Evaluation. Monitoring and Review:

This policy is a working document and should be updated every two years. The subject lead is Andrea Moody and the current governor with responsibility for Geography is Carla Miller.

This policy was reviewed Autumn 2025 and will be reviewed again Autumn 2027.

Subject Co-ordinator: Andrea Moody