



Ireby Church of England Primary School

Geography

Signed by:

_____  _____ Head Teacher

Date: 11th December 2023

Next review date: October 2025 or sooner if required

School Governance:

Responsibility of the school leadership

Christian vision: 'Created to do Good' Ephesians 2:10

By instilling our values through our learning and play, it is our hope that our children develop a deeper understanding of themselves and the world around them.

We want our children to know that they are part of our local, national and global community and that, in their own way, they can help to make our world better place.

Defining geography:

National Geographic defines geography as: 'the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it. They also examine how human culture interacts with the natural environment, and the way that locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, and how they develop and change over time.'

Our Intent:

At Ireby we want our children to connect to the world about them, have an opinion about places we live in and study and understand the issues that are important to our locality and beyond and understand that geography is a living, breathing discipline which, if understood well, has the ability to make a positive difference to their lives and to the lives of others.

By the end of their time with us they will have developed a 'sense of place.' For example, they won't walk past a river – they will stop and admire its beauty and appreciate its wonder. They will ask researching questions – why is it there? Where did it come from? Where is it going? How is it changing? How has it changed? How do humans interact with it? What do I think about that?

If they are in a city or industrial area, they will be able to give an opinion of that place – how did it come to be there? Who uses it? What happens here? How has it changed over time? How might it change in the future?

As our children travel through our school, so their understanding of the locations we study will deepen. For example, they will be able to, through their acquisition of skills and knowledge, be able to explain why a river is located where it is and how it has, over time, sculpted that location. They will be able to say where the water has come from and where it is going and how the physical features change. They will be able to express their feelings for that place and discuss how other people interact with the river and how their interactions change with the course of the river and why it is important to protect and work with our environment. They will be able to ask; 'why do the roads in Ireby flood every time it rains heavily – what is the impact of that? And what can be done about it?'

Lastly, they will be able to use their knowledge, skills and understanding of their own locality to think about people, cultures and places in other parts of the world – so we can relate to their environments and to the issues they face – and empathise with how they feel about their landscapes and what they are doing to protect and enhance them. It is this building of skills and knowledge over time that will allow them to develop opinions which are rooted firmly in geographical knowledge and understanding.

This is important to us at Ireby. Understanding geography supports our Christian vision. We want our children to know that they are part of our local, national and global community and that, in their own way, they can help to make our world better place.

To support our vision, our curriculum encourages:

- First-hand experiences at every opportunity- using our local area and beyond - where children can build a 'sense of place' exploring their senses and experiencing an emotional response to their environment.
- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse

evidence.

- The development of fieldwork skills across each year group in carefully selected locations which promote their interest and critical thinking skills.
- A deep interest and knowledge of pupils' locality and how it compares to other places in the world.
- A growing understanding of geographical concepts, terms and vocabulary to support their thinking.

Our geography curriculum aligns with the National Curriculum and enables pupils to meet the end of key stage attainment targets in the National curriculum. For EYFS, the activities allow pupils to work towards the 'Knowledge and Understanding the world', Development matters statements and Early Learning Goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1.

Implementation

Geography is timetabled for 2 hours a week, alternating with History each ½ term. Children are also given additional time to support children to complete work to a high standard.

Children are currently taught geography in the following classes:

EYFS

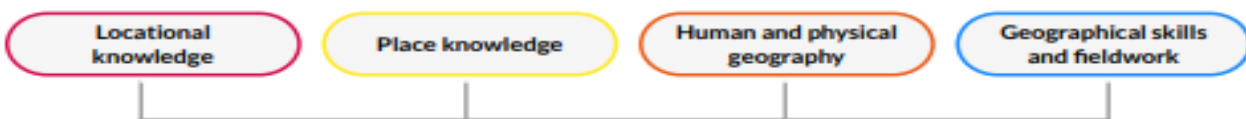
Key Stage 1: (Year 1 and 2)

Lower Key Stage 2: (Year 3 and 4)

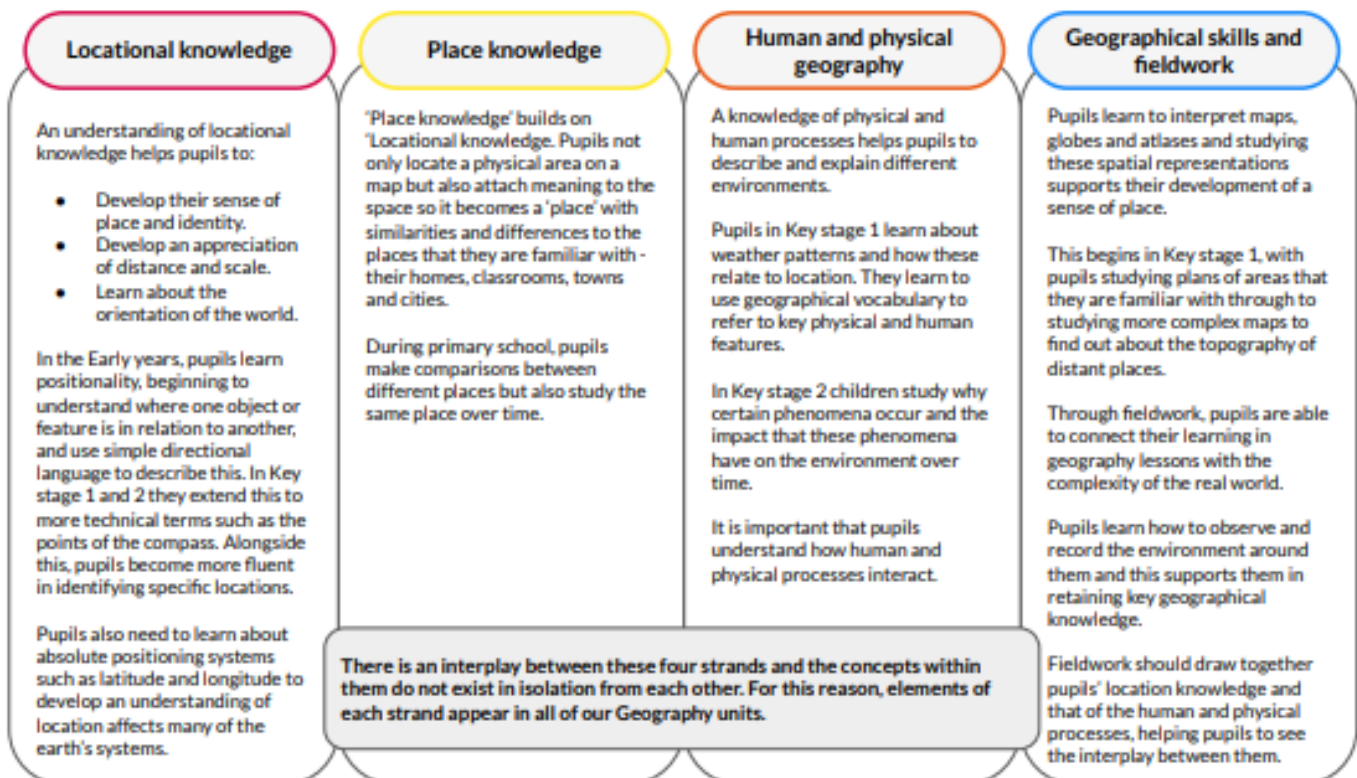
Upper Key Stage 2: (Year 5 and 6)

The national curriculum organises the attainment targets for Geography under Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork and so we have planned our Geography curriculum with these strands running through each and every unit.

National Curriculum guidance



Exploring the four strands



The three types of knowledge are covered:

Substantiative knowledge: the content that pupils will learn through studying the geography curriculum: the recognised knowledge of the world and the human and physical processes that affect the people and environments within it.

Disciplinary knowledge: Pupils gain knowledge of the subject as a discipline, considering how geographical knowledge (such as the substantive knowledge they study) originates through geographical practice.

Procedural knowledge: How to collect, analyse and communicate data and geographical information from fieldwork, maps and other sources and consider how to interpret this range of sources to answer enquiry questions.

We also build the following **key geographical concepts:** (as highlighted in the OFSTED geography review 2022)

Place:

What is it like here? What kind of features does it have? How and why is it changing? What do people do here? How do I feel about it? How does it compare to other places)

Space:

Where is this place? Are there any spatial patterns? How is the space organised/ managed for different purposes? How does it connect to other places? How can it be mapped? What is unique about it? How is it perceived, by me, by tourists, by community?

Scale:

How does my view of this place change when I zoom in or out? How and why are places connected at different scales? How do local decisions and events have global consequences?

Interdependence

Physical and human processes

Environmental impact

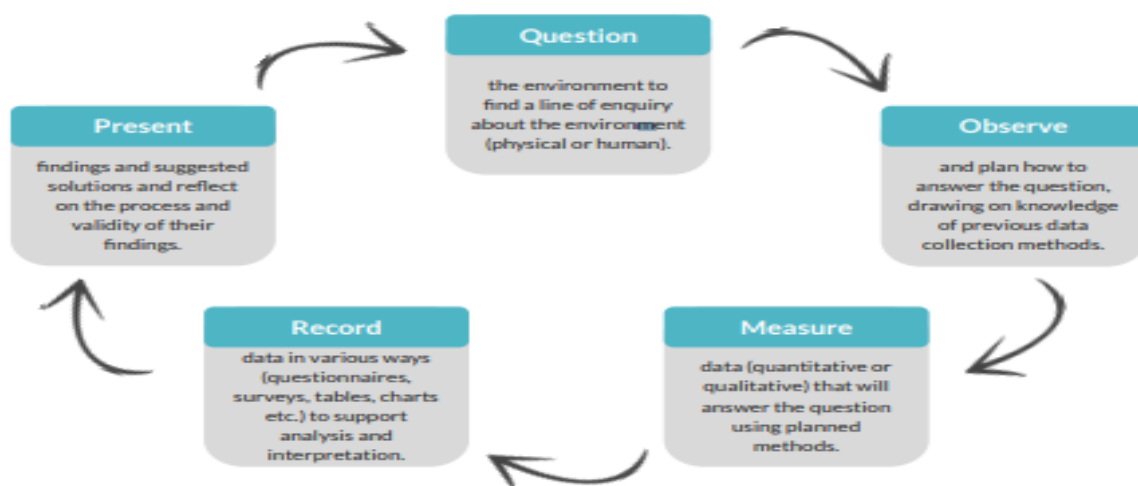
Sustainable development

Cultural awareness

Cultural diversity

Our enquiry cycle:

It is important that pupils consider the ways that geographers question and explain the world and begin to 'think like a geographer' – for example by asking 'why do the roads into Ireby always flood?' We have used this enquiry cycle when planning the fieldwork studies throughout our scheme to encourage pupils to ask geographical questions and learn how geographers reach their answers through enquiry.



Enquires may centre on issues we observe



Why do the roads into Ireby flood every time it rains heavily?

We also build the following fieldwork skills

Observing

- Maps and compasses to follow routes.
- Annotated field sketches.
- Aerial photographs.
- Transects.
- Magnifying glasses to observe in more detail and classify.
- Sketch maps.

Measuring

- Likert scales.
- Rain gauges
- Thermometers.
- Non-standard measurements (for example, drawing around a puddle with chalk).

Recording

- Drawing routes on maps.
- Annotated maps.
- Digital photographs.
- Using simple recording techniques to record their feelings.
- Questionnaires.
- Interviews.
- Tally charts.
- Audio recordings.
- Sketch maps to show spatial patterns.

Presenting

- GIS (digital mapping).
- Bar charts
- Pictograms.
- Pie charts.
- Presentations.
- Letters.
- Slideshows.
- Non-chronological reports.
- Verbal.
- Posters.
- Video.
- Balanced arguments.

Our is a spiral curriculum designed with these three principles in mind:

Cyclical: Pupils return to the key knowledge and skills again and again during their time in primary school.

Increasing depth: Each time a skill is revisited it is covered with greater complexity.

Prior knowledge: Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Assessment in Geography

Formative assessment

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on.

Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. These assessments can then be recorded on our Geography:

Assessment spreadsheet which supports the teacher in identifying gaps in learning amongst the class or for individual pupils.

Summative assessment

Each unit of work assesses children's understanding and retention of key knowledge using a formative assessment quiz with nine multiple choice questions and one open-ended question.

In addition, each unit uses either a skills or knowledge catcher, depending on the key strands covered in the unit. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered.

Assessment quizzes, and skills and knowledge catchers provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

Sequencing our units of learning: Our Long-term plan

CYCLE A	Autumn Term		Spring Term		Summer Term		
	EYFS (Topics) (see EYFS LTP for links to Geography UW outcomes)	People who are special to me and people who help us	Frozen Planet	Space	Transport through the ages	Africa	Growing and changing
KS1	Why is our world wonderful?		What is it like to live by the coast?		Would you prefer to live in a hot or cold place?		
LOWER KS2	Who lives in Antarctica?		Are all settlements the same?		What are rivers and how are they used?		
UPPER KS2	Why does population change?		Why do oceans matter?		Where does our energy come from?		
CYCLE B	EYFS (topics) TBC	All about me!	Castles, knights and dragons	All around the world	Minibeasts	Seaside and pirates	Farming and growing
	KS1	What is it like here?		What is the weather like in the UK?		What is it like to live in Shanghai?	
	LOWER KS2	Why do people live near Volcanoes?		Why are rainforests important to us?		Where does our food come from?	
	UPPER KS2	What is life like in the Alps?		Would you like to live in a desert?		Can I carry out an independent fieldwork enquiry?	

Our geography curriculum is organised into units consisting of six lessons.

Within each unit, lessons are taught in order as they build upon one another.

Geography in EYFS: Reception

Our Geography Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Understanding the world' statements fully integrate with our Key stage 1 and 2 curriculum for Geography offering a unified approach to teaching Geography in EYFS.

Clear progression between EYFS (Reception) and Key stage 1 content can be seen by looking at our Progression of knowledge and skills document, where component knowledge and skills are outlined across our strands (Locational knowledge, Place knowledge, Human and physical geography, Geographical skills and knowledge) from EYFS (Reception) through to Year 6.

Our Geography EYFS (Reception) 'units' are not designed to be taught in a set order. Instead, they feature flexible, small-step activities, allowing teachers to

personalise lessons to include local geography or to fit in with their chosen themes or topics.

The activities have been designed for continuous provision. An adult explains the outcome of the station at the beginning of the week, but after this, independent learning should be encouraged. Throughout, they are encouraged to develop a 'sense of place.' Connecting to their local environment, developing a sense of awe and wonder, learning how to notice the world around them and to ask questions about it.

These activities are also designed to build pupils' locational knowledge, gaining familiarity with maps, atlases and globes to develop their early geographical skills and fieldwork. Children begin to use simple directional language to prepare for the locational knowledge to come in Key stage 1 and 2

Key Stage 1

In Key stage 1, their journey to develop a 'sense of place' continues. We have sequenced the learning to specifically develop pupils' conceptual understanding of scale and place by first learning about their everyday surroundings, then by looking at a national level and finally by studying global contexts which are likely to be new to them.

Cycle A

The unit 'Why is our world wonderful?' builds on children's knowledge from Reception (or cycle B) by examining familiar surroundings and building locational knowledge within the United Kingdom and connecting them to our locality as they see that Windermere is listed with other UK landmarks. In this unit they also build their knowledge of physical and human geography.

'What is it like to live by the coast?' the second unit in cycle A, gives pupils the chance to look at features in the UK and explore further physical and human features. We connect them to their environment with visits to our coastlines where they continue to build their observational skills. It also gives opportunities to study seas and oceans in the wider world. Both these units build on the work of the EYFS and their knowledge of geography in their locality.

In our third unit in cycle A, children revisit the concept of place by studying another non-European country in the unit 'Would you prefer to live in a hot or cold place?' They have the opportunity, as advised by the National curriculum, to explore human and physical features in areas of Kenya and, as in Year 1, compare this to their locality and continue to build knowledge of how communities and place can be similar or different.

Cycle B

The 'What is it like here?' unit supports pupils to develop an understanding of basic geography by looking at their familiar surroundings and beginning to build an awareness of the United Kingdom. 'What is the weather like in the UK?' extends this knowledge of location and builds upon the children's understanding of weather and seasons from Reception and how weather sculpts and influences the landscape around them.

Concepts such as mapping and directional language are also introduced in this unit, supporting the development of basic geographical skills. With a more secure grasp of location, scale and place, pupils can look at a context that will be less familiar to them in our 'What is it like to live in Shanghai?' unit, helping them to begin to developing an understanding of how communities and place can be similar or different to one another,

as advised by the National curriculum.

By the end of the Key Stage 1, all children will have studied each unit and have started to develop a sense of place. They will be more connected to their locality and will be using this knowledge to understand the wider world of the United Kingdom and beyond. They will also have achieved the Key Stage 1 end points which will enable them to make the transition to lower key stage 2.

We work with mixed age-range units and so, whilst we have thought carefully about the sequence of our units, we also pay attention to each year group within our Key Stage 1 class which we achieve through either learning objectives, activities or lesson outcomes depending on the lesson. We also review progress at every stage using our [progression of skills and knowledge in geography](#).

Key Stage 2

The National curriculum states that pupils should 'develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge', and so our units across Key stage 2 are sequenced to allow pupils to build on their understanding of geographical concepts, themes, such as settlement, trade, climate change and natural resources, and fieldwork skills. These themes will also support the development of a sense of place and help them answer the questions they will be asking.

As guided by the National curriculum, we have also structured our units to reflect a regional approach, for example, the Amazonian region, a volcanic region in Southern Italy, the Alps, the Great Barrier Reef and a desert region. Their understanding of physical and human processes, deepened by their first-hand experiences of our own locality, will support further deepening of understanding as they progress through Key Stage 2.

Case studies have been chosen not only to reflect the National curriculum guidance but also to ensure children have experience learning about a location in each continent by the end of primary school

Lower Key Stage 2

Cycle A

The children's first unit, 'Who lives in Antarctica?' expands on Year 2's 'hot and cold places' and how location affects people differently. They study this in the spring term when often we have snow and ice on the mountainous regions of the Fells. Where possible, we will use this to develop their sense of place and deepen their understanding. Their second unit, 'Are all settlements the same?' lays the groundwork for understanding settlements and natural resources, which is revised and expanded on in Cycle B's unit on 'Where our food comes from?' Again, first-hand experiences of visits to local settlements, with a focus on sense of place deepen understanding and create conditions for transferring and deepening knowledge in wider contexts.

The third unit, 'What are rivers and how are they used?' builds on these concepts further and gives children an opportunity to bring learning back to their locality during the fieldwork opportunity and connecting deeply with their locality, tracing a local river from source to mouth.

Cycle B

Cycle B starts with 'Why do people live near volcanoes?' for deeper insight into physical processes than in Key Stage 1 (where coasts and weathering were studied). By now, their ability to understand local human and physical processes will support their ability to connect with this unit.

In unit two, 'Why are rainforests important to us?' children are introduced to biomes. This is built and expanded on in the third unit 'Where does our food come from?' and ties together how climate and vegetation impact communities and trade. At this stage the complexity of geographical understanding increases as does the need for children to develop an understanding of location determining features they study. Again, local studies of food production will have prepared them for understanding food production in other parts of the world, and concepts such as Fair trade.

We work with mixed age-range units and so, whilst we have thought carefully about the sequence of our units, we also pay attention to each year group within our Lower Key Stage 2 class which we achieve through either learning objectives, activities or lesson outcomes depending on the lesson. We also review progress at every stage using our [progression of skills and knowledge in geography](#).

Upper Key Stage 2

Cycle A

Units in upper key stage 2 exposes children to increasingly complex issues. This starts with a study of population and asks 'why does population change?' First-hand studies and visits to a variety of population centres as well as studies of push-pull factors build on knowledge learnt in lower Key Stage 2.

The second unit, 'Why do oceans matter?' builds on the understanding children have gained around climate change during Lower Key Stage 2. It demands understanding of how locations can dictate the environments we study – for example the Great Barrier reef. Ultimately, it gives children a real sense of why the oceans are vital to all life on Earth and builds a sense of responsibility towards conserving and protecting our marine environments.

We have placed the local geography unit 'Can I carry out an independent fieldwork enquiry?' as the last unit in cycle A, as children are given the opportunity to bring all their knowledge and skills together to independently showcase how they can think like a geographer. Depending on local environmental issues, the nature of this study may change over time. In 2024/25, The draining of Crummock Reservoir will be of particular interest to us as it has such a dramatic impact on a much-loved local landmark and we will study the reasons behind the decision-making and impact it is likely to have.

Cycle B

'What is life like in the Alps?' begins cycle B with a case study combining the interdependence of both the human and physical environment, additionally building exposure to colder environments as introduced in Key stage 1 and in Year 3. It is also the perfect opportunity to explore our own mountainous environments, develop our sense of place and compare the two locations.

Exploration of a different type of biome and how humans utilise this environment is explored in unit 2; 'Would you like to live in a desert?' which also builds on Lower Key Stage 2 introduction of biomes in their study of rainforests. Again, we will go deeper in to locational drivers looking at different types of desert and why they are located where they are. It is also another opportunity to understand human interactions with these harsh environments (building on their learning in lower key Stage 2 learning about polar deserts)

Again, we explore more complex issues in unit 3, Energy production and consumption and encourage children to consider data through an analytical lens. For these we have partnered with Earth Energy to learn first-hand from experts about the importance of renewable energy to our environment and our understanding of the impact of Global warming and climate change.

These units, build upon components learnt throughout Key stage 2 such as settlement, economic opportunity, weather and physical processes.

We work with mixed age-range units and so, whilst we have thought carefully about the sequence of our units, we also pay attention to each year group within our Upper Key Stage 2 class which we achieve through either learning objectives, activities or lesson outcomes depending on the lesson. We also review progress at every stage using our [progression of skills and knowledge in geography](#).

Geography outline for each unit of our curriculum

Reception (EYFS)	
<p>Unit 1</p> <p>Exploring maps Exploring maps through discussion, story-telling, games and creative activity, children look at how features are represented and think about the meaning behind shapes, lines and colours on maps.</p>	<p>Activity 1: Pirate map bingo Identifying and locating features on a pirate map.</p> <p>Activity 2: Our school from above Discussing features on an aerial photograph and choosing colours and shapes to create an aerial map of the school grounds.</p> <p>Activity 3: Let's build a map! Using 3D materials to build a map of a real or imaginary place.</p> <p>Activity 4: Creating journey sticks Using directional language and mapping a journey using objects found in the school grounds.</p> <p>Activity 5: Investigating maps Exploring, comparing and asking questions about a variety of maps.</p> <p>Activity 6: Map making Making their own maps showing features in the local area.</p>
<p>Unit 2</p> <p>Outdoor adventures Using the senses to explore and describe the natural world around them whilst outside, children begin to recognise the effect of the changing seasons.</p>	<p>Activity 1: Nature catchers Exploring and describing how natural objects feel, look, smell, taste and sound.</p> <p>Activity 2: Observational painting Representing how natural materials appear in the world around them through painting.</p> <p>Activity 3: Exploring the weather Describing the effects of different weather conditions through experimentation.</p> <p>Activity 4: Senses in nature Using the five senses to observe and talk about natural materials through a variety of activities including sound bathing and gardening.</p> <p>Activity 5: Exploring the seasons Noticing and investigating how weather can change with the seasons.</p> <p>Activity 6: Dress the teddy Beginning to consider how we respond to weather conditions in each season through our choice of clothes.</p>

Lower Key Stage 2:

	Year 3	Year 4
<p>Autumn</p>	<p>Why do people live near volcanoes? (6 lessons) Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes. Lesson 6 involves fieldwork and may take longer than one hour.</p>	<p>Why are rainforests important to us? (6 lessons) Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally. Lesson 4 involves fieldwork and may take longer than one hour.</p>
<p>Spring</p>	<p>Who lives in Antarctica? (6 lessons) Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far. Lesson 6 involves fieldwork and may take longer than one hour.</p>	<p>Where does our food come from? (6 lessons) Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global. Lesson 5 involves fieldwork and may take longer than one hour.</p>
<p>Summer</p>	<p>Are all settlements the same? (6 lessons) Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations. Lesson 3 involves fieldwork and may take longer than one hour.</p>	<p>What are rivers and how are they used? (6 lessons) Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features. Lesson 6 involves fieldwork and may take longer than one hour.</p>

Upper Key Stage 2

	Year 5	Year 6
Autumn	<p>What is life like in the Alps? (6 lessons)</p> <p>Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.</p> <p>Lesson 4 involves fieldwork and may take longer than one hour.</p>	<p>Why does population change? (6 lessons)</p> <p>Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.</p> <p>Lesson 5 involves fieldwork and may take longer than one hour.</p>
Spring	<p>Why do oceans matter? (6 lessons)</p> <p>Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.</p> <p>Lesson 5 involves fieldwork and may take longer than one hour.</p>	<p>Where does our energy come from? (6 lessons)</p> <p>Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.</p> <p>Lesson 6 involves fieldwork and may take longer than one hour.</p>
Summer	<p>Would you like to live in the desert? (6 lessons)</p> <p>Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.</p>	<p>Can I carry out an independent fieldwork enquiry? (6 lessons)</p> <p>Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.</p> <p>Lesson 4 involves fieldwork and may take longer than one hour.</p> <p><small>*This unit could be a good transition project for children to work alongside secondary school pupils.</small></p>

Impact

After implementing our geography curriculum, pupils should leave school equipped with a range of skills and knowledge to enable them to understand and enjoy their geography. They will be excited by it and see it as a living, breathing subject which inspires them to understand and connect to their world and this in turn will give them the confidence to enjoy their geography study at Key stage 3. All children will also meet the end of Key Stage End points as defined below.

Timetabling and organisation

EYFS and Key Stage 1 are taught in their class, Key Stage 2 are taught as Lower Key Stage 2 (Year 3 and 4) and Upper Key Stage 2 (Year 5 and 6). In Key Stage 1 and 2, geography is planned on a two-year rolling programme.

Geography End points

Our geography curriculum supports every child to reach a required 'end point' by the end of each Key Stage. These 'end points' reflect both the requirements of the National Curriculum 2014, and the needs of the children in our school context.

	Key Stage 1	Upper Key Stage 2
Locational knowledge	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>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</p>

		<p>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</p> <p>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)</p>
Place Knowledge	<p>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</p>	<p>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</p>
Human and physical geography	<p>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</p> <p>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</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe and understand key aspects of: 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</p>
Geographical skills and fieldwork	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

	<p>countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map</p> <p>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</p> <p>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.</p>	<p>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</p> <p>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.</p>
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Monitoring and evaluation of effectiveness of this policy

The headteacher and geography subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Lesson observations	Our geography leader will sample geography lessons during the year
Pupil voice	Samples on geography during year
Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data on Scholarpack for evaluation by the subject leader

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;

- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the school's geography policy so that we can take account of new initiatives and research or any changes in the geography curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if required.