



Pool House Community Primary School



Geography Policy

Aims

The aim of Geography teaching here at Pool House Community Primary School echoes that of the National Curriculum in that we strive to nurture and develop pupil's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our teachers 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. 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.

Subject Content

EYFS

During the Early Years Foundation Stage, children are given the opportunity to work geographically within the Early Learning Goal - 'Understanding the World' to find out more about the world they live in and the people they encounter. The children are given opportunities to take part in first-hand experiences, including exploring the local environment, gathering information and communicating their views. They look at similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another.

Key Stage 1

As outlined in the National Curriculum, 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.

At Pool House pupils are taught to:

Locational knowledge

- Name and locate the world's seven continents and five oceans (*Mapping: Year 2*).
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (*Our Country: Year 1*).

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 (*China: Year 2*).

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 (*The Weather: Year 1*).
- 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 (*Throughout Year 1 and Year 2*).

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (*Throughout Year 1 and Year 2*).

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 (*Mapping: Year 2*).
- 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 (*Mapping: Year 2*).
- 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 (*The Seaside: Year 2*).
- 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. (*Our School: Year 1*)

Key Stage 2

As outlined in the National Curriculum, 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.

At Pool House pupils are 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 (*Year 5: Mapping, Year 6: The Americas, Year 6: Eastern Europe*).
- 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 (*Year 3: Land Use, Year 5: Mapping, Year 6: Our Changing World*).
- 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) (*Year 4: All Around the World*)

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 (*Year 3: Africa, Year 5: Enough for Everyone, Year 6: Eastern Europe*).

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 (*Throughout KS2, though key units include: Year 3: Extreme Earth, Year 4: The Water Cycle, Year 4: All Around the World, Year 5: Mountains*).

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 (*Throughout KS2, though key units include: Year 3: Land Use, Year 4: The Water Cycle, Year 4: Settlements, Year 5: Enough for Everyone*).

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (*Year 3: Africa, Year 6: The Americas*).
- 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 (*Year 5: Mapping*).
- 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 (*Year 3: Land Use, Year 4: Settlements*).

Equal Opportunities

We recognise the fact that in all classes there are children of widely different abilities in Geography and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty. Not all children complete all tasks;
- Grouping children by ability in the room and setting different tasks for each ability group;
- Providing resources of different complexity depending on the ability of the child;
- Using teaching assistants to support children individually or in groups.

At Pool House Community School, we are committed to teaching a well-rounded curriculum to children of all abilities. Geography forms part of the well-rounded curriculum and is essential in order to provide a broad and balanced education for all. The class teachers take the ability of children into account when planning and teaching lessons so that learning matches the individual needs of each child. Where a child may be accessing learning interventions, class teachers are careful to ensure that interventions do not interrupt the same lessons each week. This ensures that a child cannot miss a whole Geography topic by carrying out interventions during this lesson at the exact time every week.

Curriculum Planning

At Pool House we use the National Curriculum in combination with the Lancashire KLIPS for Geography, as the basis of our curriculum planning. This ensures that the appropriate objectives in the National Curriculum are covered.

The whole-school long-term overview maps out the topics studied in every term. This is created and distributed by the Geography subject leader.

Our medium-term plans give details of each unit of work, including learning objectives, possible teaching activities, and learning outcomes. This is created and distributed by the Geography subject leader, used by class teachers for assessment purposes and stored in the Assessment file in each class.

Our short-term plans are annotated with dates and teaching notes. These plans are kept by the class teachers but are to be available for the Geography subject leader or a member of the SLT to access if needed.

Broader Curricular

We believe that developing geographical skills through the broader curriculum is crucial at Pool House Primary School. When undertaking an educational geographical broader curriculum activity, we always ensure that the trip has close links to the curriculum and that all children understand the aims and purpose behind the trip. We further encourage discussion about the trips after the event and share images of broader curriculum activities on the Gallery page on the website. A full explanation of geographical trips, their aims, links to the curriculum and which year group they are carried out in can be found in the Geography Broader Curriculum document formulated by the Geography leader.

Cross Curricular Links

Geography naturally contributes significantly to the teaching of English in our school by promoting the core skills of reading, writing, speaking and listening. In addition to this, many of the texts that we study throughout our English curriculum have deep rooted historical links. Examples of these links include a 'Where would you like to live?' text in year 3 that links closely to the Geographical skills of use maps, atlases, globes and digital mapping to locate countries and describe features studied, which they use in the Africa unit in Geography. In year 2 the children must decide 'What's the most unusual place' which links to the geographical skills of having to name and locate the world's seven continents and five oceans. More detail about the examples given, plus further cross curricular links can be found in the Geography Cross Curricular Links document formulated by the Geography leader.

Assessment

Each class teacher assesses the children's work by making informal judgements during observations in each lesson. It is the responsibility of the class teacher to ensure that children's work is marked regularly, and that purposeful comments or further questions are implemented when appropriate. In some instances, the class TA may teach and assess Geography during the teacher's release time. In these instances, the class teacher and TA will work closely together in order to form a judgement based upon the observations of the TA and the content of work recorded. For each unit, the class teacher must record how many children have not yet achieved the level of attainment expected in the National Curriculum, how many children have achieved the expected level of attainment and those children who have exceeded the level expected. These judgements are used in order to show full curriculum coverage and as the basis for assessing the progress of each child. This information is kept in the class assessment and curriculum file and passed onto the next teacher at the end of each academic year.

Resources

There are Geography resource boxes in school for some of the areas of the curriculum covered across all key stages. The subject leader has also comprised a list of suggested online resources for each subject area that each class teacher may explore and use if wanted. In an annual Geography audit, the Geography subject lead always asks staff to request resources that they may need for the following year. The list of requested resources is then reviewed by the Geography leader and Headteacher and acted on where they feel necessary.

Monitoring and Reviewing

It is the role of the Geography subject leader to provide support for colleagues, to be informed of curriculum developments and for providing direction for Geography in school. The subject leader is also tasked with ensuring that each area of the 2014 National Curriculum is covered within the topic areas covered within the school. The subject leader, Assessment leader or member of the Leadership Team will check the curriculum coverage, assessment and accuracy of lesson taught once annually and feedback will be provided to the Headteacher at the end of each academic year, indicating key strengths and weaknesses in the subject within school and areas for development within the future.

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