

Woodlands Primary School



GEOGRAPHY POLICY & STATEMENT OF INTENT

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Created by Jessica Clarke	November 2024	
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1. Statement of Intent

At Woodlands Primary School all children follow a broad and balanced curriculum that includes the ten National Curriculum subjects, SMSC and Religious Education. Our broad and balanced curriculum also includes Design Technology, History, Geography, Art, Music, Physical Education, French and Personal Social and Health Education.

The study of Geography involves pupils exploring the relationships and interactions between people and the environment in which they live and upon which they and all life on Earth depends. Our Geography curriculum for all pupils is:

- Aspirational
- Logical, relevant, broad and balanced
- Sequenced
- Progressively more challenging
- Built upon and has continuity
- Inclusive

Curriculum Aims

- To 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
- To 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.
- To be 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. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Woodlands Primary School and also to their further education and beyond.

Implementation

Geography at Woodlands Primary is taught in blocks throughout the year, so that children can achieve depth in their learning. At Woodlands we follow the Grammarsaurus Geography Curriculum scheme. The Grammarsaurus Geography Curriculum aligns with the **English National Curriculum**. The concepts, geographical knowledge and geographical skills have been mapped to ensure that pupils following our sequence of learning have **ample opportunity** to make **progress in geography** by knowing and remembering more geography content. They also become increasingly adept at critical thinking, specialised vocabulary and their grasp of subject concepts. Geography is taught through big question led enquiries about relevant topics and themes. We teach geography in blocks which allows pupils to become immersed to develop their knowledge. Activities in geography lessons are interactive and practical to allow all learners to access the geography curriculum. The Grammarsaurus Geography Curriculum provides a wealth of resources to ensure lessons are exciting and allows all children including those with SEND to learn and make progress in geography. As children move through the school knowledge is embedded and revisited to ensure that all children remember more from their geography lessons. Children are given quiz's at the end of units to build on retrieval of information.

Impact

Outcomes in CFL (Context for Learning) books, evidence a broad and balanced Geography Curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary. Children also record what they have learned comparative to their starting points at the end of every unit of work. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Each enquiry which forms the Grammarsaurus Geography Curriculum sets clear objectives and outcomes for the pupils in terms of knowledge and understanding and skills acquisition. The scheme gives teachers a range of different ways in which pupil understanding can be assessed at the end of each lesson and at the end of the enquiry. We ensure that evidence is drawn from a wide range of sources to inform assessments.

1. Teaching and Learning

Through their work in Geography lessons pupils learn about key geographical processes including physical processes such as earthquakes and volcanoes. There is also many opportunities to learn human processes including farming and megacities. Children learn about their local area, regions of Europe and regions from outside of Europe. By the end of Year 6 children will have learnt about regions from all seven continents. Children learn key geographical skills including drawing and interpreting a range of maps. Learning objectives are taken directly from the Collins Connected Geography scheme which fully aligns with the 2014 National Curriculum. Teaching and learning is supported by a wealth of resources included in the scheme. Outdoor learning and fieldwork in planned were appropriate both in the school site and on trips.

2. Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions/marking where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Children complete learning activities in lessons which help teachers to assess their understanding of the geographical concept taught in that lesson.

- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes. Children also complete subject interviews to discuss their learning.
- Use of LOs for each lesson with child and teacher review of the agreed success criteria.
- Progression and achievement is tracked against learning objectives and is recorded on the INSIGHT assessment tracking system.

3. Planning and Resources

All geography resources for the Grammarsaurus Geography Curriculum are located at: <https://grammarsaurus.co.uk/portal/category/geography/>

All staff have access to this learning platform.

Each year group can locate overviews, planning and resources under their relative key stage and then year group. The units of study are on school website so that parents and carers are able to access them to help children to discuss their learning at home. The school library contains an extensive supply of geography topic books to support children's individual research. Children can also use ICT resources, remotely enabling parents to become involved in their child's learning.

The Subject leaders and relevant Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each unit and the sequence of lessons, and these are explicitly outlined on each unit of work overview, which makes explicit links to the national curriculum 2014. Key vocabulary is also identified, as well as how consideration to the school's context has informed the programme of study. Cross curricular outcomes are also identified prior to teaching and these are evidenced through outcomes of work, as well as being stated explicitly in planning.

4. Organisation

Within the academic year, children study geography in blocks, as outlined in the overall curriculum framework overview for each year group. This allows children to enhance their geographical knowledge and develop their geographical skills through focused daily learning, throughout the duration of each block. Years 1, 3, 4, and 5 will complete three units of study across the academic year and years 2 and 6 will do 2 units.

These units and sequence of study can be found on the attached document: Grammarsaurus Geography Progression Skills.

5. The National Curriculum

EYFS

In the early years geography links with both maths and understanding the world.

For children in **nursery** they will learn about position through language and they will also explore the outside world through hands on experiences. Children will also begin to understand the need to care for the environment.

In **reception** children continue to build on these foundations and work towards the Early Learning goals.

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Geography feeds into the ELG's for people, culture and communities and the natural world.

KS1 and KS2

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 do the following:

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 the following:
key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
key human features: 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 do the following:

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 the following:
 - Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - Human geography: 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 te

6. Equal Opportunities

At Woodlands Primary School, we are committed to providing a learning environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

7. Inclusion

All pupils are entitled to access the Geography curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging Geography curriculum and this is supported through a number of links with places of Geographical interest in the immediate and wider locality.

8. Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject
- To plan and regularly update the Geography Subject Action Plan
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase
- To monitor pupil work/books in Geography and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by the SLT (Senior Leadership Team). This includes carrying out a book scrutiny for each unit of Geography work.
- To ensure staff receive prompt feedback and make sure that staff achieve the development points that they are given.
- To monitor planning and the quality of Geography teaching
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the geography curriculum take account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.
- The subject leader will attend relevant training for curriculum leaders and share information with staff.
- To ensure CPD is in place through working with the head teacher/ leadership team and at staff meetings.
- Assessment - The leader will also monitor staff use of the INSIGHT Assessment tracking system. Evidence will be kept from year to year.
- To work closely with the Lead Governor for Geography (providing appropriate support and challenge) and ensure that they meet with the subject leader at least three times every academic year (once every old term).

9. Displays

The school promotes the displaying of Geography work in classrooms and in the hall / corridor areas. It can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning.

Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests.

Appendix:

Please find attached to this policy the following documents:

- Geography Unit Coverage and National Curriculum links
- Geography Vocabulary Progression
- Geography Skills Progression