

Woodlands Primary School



GEOGRAPHY POLICY & STATEMENT OF INTENT

Status:	Current	
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Created by Chris Martindale	January 2020	
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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.

At Woodlands Primary School we believe that Geography helps to provide answers to questions about the natural and human aspects of the world.

Our aims in teaching Geography are that all children are encouraged to:

- a. Develop a greater understanding and knowledge of the world, as well as their place in it.
- b. Develop knowledge and skills that are transferable to other curriculum areas and which can be used to promote their spiritual, moral, social and cultural development.
- c. View Geography as an investigative subject and seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives.
- d. Promote an interest and understanding 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 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. Teachers have identified the key knowledge and skills of each blocked unit of work and consideration has been given to ensure progression across units throughout each year group across the school. At the beginning of each unit of work, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in geography are specifically planned for, with strong links between geography and morning literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Impact

Outcomes in CFL (Context for Learning) and Writing 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. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by specific drives which include a European Day of Languages (where children consider the origins of the languages spoken across the school) and 'Tastes of the World' in which they learn the origins of dishes prepared and contributed by the school community in a celebration of the school's cultural diversity. Children are able to learn about careers related to geography from member of the local and wider community with specialist skills and knowledge, ensuring that they are well prepared for the next steps of their education.

1. Teaching and Learning

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. The learning intention for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson through the use of success criteria. Teaching and learning in geography is supported by a wealth of resources, including specific online platforms, such as Oddizzi. Outdoor learning is planned for and progressive throughout the school and programmes of work are embedded with key knowledge, which itself has been mapped, along with key skills, to support affective assessment and ensure progression across the school.

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.

- 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.
- 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

Geography resources are stored centrally in the Humanities Resource Area and are organised into unit of work themes, which are clearly labelled. 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 school's subscription to the Oddizzi platform supports a meaningful cross-curricular link with computing. Planning is achieved collaboratively with parallel-class teachers and unit of work overview plans are saved electronically for ease of access.

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. This model also promotes the children in being able to achieve a greater depth of understanding of each topic.

5. The National Curriculum

EYFS

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed according to the Development Matters Attainments targets and this tracking data is uploaded onto the Woodlands INSIGHT Tracking system.

KS1 and KS2

During Key Stage 1 pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry

inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

During Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their local area. 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.

Children will develop their **locational knowledge**; they will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They will also develop a greater understanding of place by comparing the 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. The specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In addition to developing children's locational and place knowledge, they will have the opportunity to learn about **human and physical geography**. During this study, they will 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. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

Children will develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

During Key Stage 2 Pupils extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They extend their locational knowledge when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

They will build on their understanding of place by comparing the geographical similarities and

differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.

As in Key Stage 1, the specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In Key stage 2 **human and physical geography** knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.)

Children will continue to develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also 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.

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. Teacher 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, teacher 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:

Key Skills Acquisition Ladder Art KS1

Year 1	
Geography	
Location and place knowledge Map Skills – Which four countries make up the UK? Do I know the names of the continents and their names? Do I know where the 5 main oceans are?	Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.
	Locate the continents on a paper map.
	Be able to identify the 4 countries of the United Kingdom
	Draw and label pictures to show how places are different.
Human and physical geography Compare an area of the UK with non-European locations (Kenya, Australia & Antarctica) Weather & Seasons Unit	Use basic geographical vocab to refer to key physical and human features
	Be able to verbalise and write about similarities and differences between two geographical features
	Ask questions and express opinions about the weather and seasons and relate changes in clothing and activities, e.g. winter = coat, summer = t-shirt
	Observe and draw pictures of the weather at different times of year
Fieldwork What are the most interesting geographical features in your local area?	Create a memory map e.g. a stick, stone, feather from a walk in the local area
	Observe and record information about the local area

Year 2	
Geography	
Location and place knowledge Map Skills Unit	Use maps and globes to locate the UK.
	Be able to identify the 4 countries of the United Kingdom (and their characteristics in the UK) and label the capital cities.
	Study pictures of the localities in the past and in the present and ask 'How has it changed?'
	Draw pictures to show how places are different and write comparatively to show the difference.
Human and physical geography How does the climate change based on where in the world a county is located?	Use both maps and globes, identify the equator, the coldest places in the world – The North and South pole, and the hottest places in the world.
	Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.*
	Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.*
Fieldwork What are the key human and physical features of Bemerton Heath?*	Draw own maps of the local area; use and construct basic symbols in a key.
	Observe and record the features around the school e.g. the different types of plants, the different amounts of traffic on Wilton Road compared to the school road (Winding Road).
	Children to make suggestions for the cause of the differences.

Year 3	
Geography	
Location and place knowledge Map Skills Unit How do the UK and Poland compare?	Use maps to locate countries of Europe.
	Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas
	Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there.
	Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.
	Look at maps, pictures and sources to make comparisons between a UK region and an area in Europe.
Human and physical geography What are the causes and effects of volcanos?	Identify main trade and economy in area of Europe and compare to region of the UK.
	Locate places in the world where volcanoes occur.
	Understand and communicate the cause of volcanoes and the process that occurs before a volcano erupts.
	Draw diagrams, produce writing and use the correct vocabulary for each stage of a volcanic eruption.
Fieldwork Map Skills Unit	Discuss how volcanoes affect human life e.g. settlements, farming
	Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key.
	Take digital photographs of the main features of the school and plot them on to a map.

Year 4	
Geography	
Location and place knowledge How does life in the Amazon Rainforest differ from life in another biome? Map Skills Unit What are the causes of global warming and what implication does this have on the future?	Locate and label different countries/continents in the Northern and Southern hemispheres.
	Use and explain the term 'climate zone' and identify them using maps.
	Discover the cause of global warming and research the implications, reaching opinions about consequences for the future.
	Locate rainforests using Google Earth and maps, identifying patterns in their location.
	Study life in the rainforests using primary sources.
Human and physical geography How was land used around the settlement of....?	Make comparisons between two different biomes, discussing similarities as well as differences.
	Study maps of settlements
	Study how land was used around settlement studies
Fieldwork How was land used around the settlement of....?	Draw conclusions about the location of settlements based on prior knowledge.
	Design questions, studies and investigations to conduct in the local area.
	Draw conclusions from the data.

Year 5	
Geography	
Location and place knowledge Map Skills Unit Unit comparing a region of the UK with a region in a European country and a region within North or South America.	Confidently use maps, globes and Google Earth
	Use atlases/maps to describe and locate places using 4-figure grid references
	Use maps to locate key geographical features, labelling them
	Use geographical symbols
	Compare and contrast 3 different geographical locations and ask questions
Human and physical geography How has river use in London changed over time?	Use the language of rivers
	Explain and present the process of rivers
	Compare how river use has changed over time
	Research and discuss how water affects the environment, settlement, environmental change and sustainability
Fieldwork What is the process of a river?	Visit a river, locating and explaining the features
	Record measurement of river width/depth

Year 6	
Geography	
Location and place knowledge Map Skills Unit Unit Comparing Major Cities	Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers.
	Locate the major cities of the world and draw conclusions as to their similarities and differences.
	Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.
	Study maps to identify environmental regions. Compare and contrast these regions
	Use maps to identify longitude and latitude.
Human and physical geography What is overall impact of a tsunami?	Describe and explain the processes that cause natural disasters, e.g. Tsunamis.
	Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.
	Study and compare photographs, aerial photographs and maps of a location in different time periods
	Compare maps and aerial photographs, reflecting on the reasons for the differences
Fieldwork	Select methods for collecting, presenting and analysing data, asking geographical questions
	Draw conclusions for data analysed, making suggestions where appropriate