



Overleigh St Mary's CE Primary School

Geography Policy

Signed by:

_____ Headteacher

Date: 16.02.24

_____ Chair of Governors

Date: 21.02.24

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Statement of Intent

Overleigh St. Mary's Geography curriculum endeavours to provide a fully inclusive curriculum, that inspires children's curiosity and interest to explore the world that we live in and its people. We aim to provoke and offer answers to questions about the natural and human aspects of our world. Through the teaching of geography, we encourage children to develop a greater understanding and knowledge of their own environment and that of others, as well as recognising the significant impact they can make.

We enable our children to develop their knowledge and skills, which can then be transferred and adapted to other areas of the curriculum. These skills can also be used to stimulate their spiritual, moral, social and cultural development. Geography, instinctively, is an investigative subject and so it develops a greater awareness of concepts, knowledge and skills. As children progress through the school, their growing perception about the world around them, helps to deepen their understanding of the interaction between the physical and human processes and of the formation of and use of landscapes and environment. Our culture is one of continuous improvement, creativity and enthusiasm.

Parents will be informed about the policy via the school's website where it will be available to read and download.

1. Legal Framework

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Key Roles and Responsibilities

2.1 The governing body has overall responsibility for the implementation of the school's Geography Policy.

2.2 The governing body has overall responsibility for ensuring that the Geography Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3 The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.4 The Geography subject leader has overall responsibility for reviewing the Geography Policy every 2 years.

2.5 The Geography subject leader is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive Geography education that achieves the aims laid out in this policy.

2.6 The school ensures that pupils are also involved in the creation of this policy through termly feedback, suggestion forms and/or class discussions.

3. Aims of the Geography Curriculum

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

4.1 Planning the Curriculum

In order to foster our children's curiosity about the world, their interest and creativity, we inspire children to constantly explore and ask questions. Our curriculum is designed to stimulate and be taught in blocks, this way children initially develop their immediate geographical awareness, utilising their local area to achieve the desired outcomes. Additionally, we offer extensive opportunities for learning outside the classroom, embedded in practice. Building on both opportunities and learning over time, helps to achieve a depth of understanding that can be transferred through the key stages.

Our curriculum will be mapped out in EYFS and built upon as they enter Key Stage 1. Once this is consolidated, they will gain a wider experience of global geography. As a child moves through our school, their geographical knowledge and understanding will deepen progressively and their skills will develop systematically. We will continue to build on their experiences year-on-year to the end of Key Stage 2. The key concepts are explored and are revisited in different units, allowing children to apply new knowledge to the concept, in order to prepare them for future learning and life.

At Overleigh St. Mary's we ensure that geography has the same importance given to it as the core subjects, as we feel this is crucial in enabling children to gain tangible experiences. We teach geography as a discrete subject and lessons are planned using our progression of knowledge and skills document. Teachers can plan their geography lessons using this document to inform and guide their children's interests, this helps to produce lessons that are engaging, broad and balanced.

Where it benefits learning, we use opportunities to apply in other areas, for example, maths, science and English through writing linked to humanities. Our key vocabulary for each unit is identified in our medium term planning and within each knowledge organiser, created for each topic.

4.2 Special Educational Needs and disability (SEND)

- Teachers will cater for all pupils in Geography lessons through differentiated activities, support or outcome.
- Teachers and Teaching Assistants will support pupils with individual education plans and needs.

4.3 Health and Safety

- Safety measures will be planned for and taken by teachers. These will be shared with the children and implications discussed.
- Risk Assessments will be completed and pre-visits undertaken prior to fieldwork.

5 [KS1 And KS2 Programmes of Study](#)

5.1 Subject content Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs 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.

5.2 Subject content 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:

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:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and 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 technologies.

6 Assessment

Our Geography Curriculum is well-thought through and of a high quality, it is planned to ensure progression. Our teachers measure the impact of our curriculum through the following methods:

- 6.1 The school sets the same high expectations of the quality of pupils' work in Geography as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 6.2 Lessons are planned to ensure pupils of differing abilities are suitably challenged. Opportunities are provided by offering open-ended tasks, to allow the more-able to demonstrate their greater knowledge.
- 6.3 Pupils' knowledge and understanding is assessed through formative assessment methods, including discussion and group work, as well as more formal recorded work, in order to monitor progress. A knowledge check will take place at the beginning of each unit to establish what the children already know and an assessment at the end of the unit against key knowledge and learn.