

Framwellgate Moor Primary School



Geography Policy

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1. Intent

Our high-quality, enquiry-led curriculum has been designed to inspire a fascination about the world and encompass the wide range of diversity that exists within our school. The importance of teaching children about current and future global environmental challenges is reflected in our focus on climate and sustainability.

Progressive in nature, it begins by developing knowledge on a local scale and gradually widens to that of a global nature. Pupils develop their contextual knowledge of the location of globally significant places and understand the processes that give rise to key physical and human geographical features of the world. We expect them to be competent in the geographical skills needed to collect, analyse, interpret and communicate with confidence and clarity. Therefore, fieldwork is an intrinsic element of our curriculum with children given frequent opportunities to explore their outdoor classroom.

Our enquiries build upon and revisit substantive geographical concepts of scale, space, place, interconnections, physical and human processes, environmental impact/sustainability, cultural awareness. Alongside this, our carefully selected substantive themes, or 'golden threads' such as 'migration', 'settlement', 'trade' and 'diversity' are interwoven throughout the curriculum from EYFS to Y6 to facilitate deeper understanding and allowing connections to be made.

EYFS

EYFS pupils at FMPS experience geography through 'Understanding the World' and 'Mathematics'. Our ambition is for every child to have experiences which guides and support them to make sense of their physical world and their community. As part of adult led learning, we share a wide range of visits, photographs, experiences and stories to support an early understanding of geographical concepts such as 'Place' and to ensure substantive themes are explored at an appropriate level.

From the minute children join us, they engage in the exploration and discovery of the world and their place in it. Substantive themes such as settlements are rooted in children seeing their personal relationship with the people and places, they experience every day. Our EYFS curriculum supports children in understanding their own, 'everyday geographies'. It uses the rich geographical experiences that their daily lives provide as a launchpad for active learning, stimulating conversations and exploring key geographical themes such as weather, local economy and sustainability.

Running alongside this are our engaging and enabling environments. These allow children to explore, practise and apply their early enquiry skills in a play-based way supported by knowledgeable adults. Experiences such as role play based on their first-hand experiences, hands on exploration of photographs, literature, maps and other resources combined with high quality conversations ensure our children are confident in their learning.

Each of our early years stages experiences learning focused around three key questions: What kind of place is this and why? How is this place connected to others? What would it be like to live here/there.

KS1 & 2 Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should 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.

Curriculum Aims

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.

Attainment targets

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.

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.

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
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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.

2. Implementation

Our Key Teaching Principles

- Key enquiry questions/sub-enquiry questions are at the forefront of planning and delivery of lessons.
- Substantive themes and disciplinary concepts run through the curriculum from EYFS to Y6.
- Teachers refer back to what children have learnt in the past to ensure knowledge becomes embedded in long term memory.
- Teachers take full ownership of planning under the guidance of Geography Coordinators and expose children to a variety of resources.
- Lessons are adapted to cater for all children including SEND.
- Marking and feedback relates to geographical knowledge and understanding.
- Displays/working walls aim to support, develop, embed and celebrate geographical skills, knowledge and vocabulary.
- Teachers use assessment to check pupils understanding in order to inform identify misconceptions and inform future teaching and learning.

Coordinator Responsibilities

- Assisting Senior Management with coordinating, developing and implementing the school's policy on geography.
- Keeping abreast of developments and trends relating to geography by attending network meetings.
- Liaising with Durham LEA/subject consultants on matters relating to geography.
- Providing feedback to all staff relating to current subject guidance/recommendations.
- Completing school action plans and evaluations.
- Continually updating key policies, progression and key knowledge documents relating to geography.
- Supporting staff to ensure effective teaching practices including access to CPD.
- Monitoring teaching and learning across the school.
- Annual review of resources.

Staff Development

To implement this vision effectively, it is expected that all staff have an excellent subject knowledge. Staff requiring development in geography access relevant CPD/supported by coordinators.

The Geography Co-ordinators keep up to date with the latest curriculum developments by attending conferences, network and school cluster meetings. Information is then fed back to the rest of the school during staff meetings.

3. Impact

Knowing more, remembering more and being able to do more are indicators of progress. Learning should build towards an end point and children should be prepared for their next stage of learning. Teachers follow the Geography Progression of Skills and Key Expected Knowledge documents as key assessment tools to ensure any gaps in learning identified and responded to.

Evidence to support teacher judgements is gained from formative assessment, discussion with pupils and evidence in books.

Reporting

Information about children's progress is communicated to parents at parents' evenings during which they are given the opportunity to look through books with their child. Parent also receive detailed information regarding attainment and achievement via annual individual reports.