



Blackwell Primary School

Geography Policy

Motto:

Unlocking Potential, Providing Opportunities, Achieving Goals

Introduction

Geography is a highly valued part of the national curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils learn the skills of understanding a locality, and how people fit into its overall structure. Geography encourages children to learn through experience, particularly through practical and fieldwork activities. In Geography lessons, we also encourage children to make links and draw comparisons between their local area and the wider world.

Aims

The national curriculum for geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

Key Stage 1

Pupils should be taught about:

Location 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 (e.g. 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 be taught about:

Location 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Teaching and Learning Styles

The school uses a variety of teaching and learning styles in geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Here they are given creative opportunities to practice, consolidate and extend skills. Children critically evaluate work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

Geography planning

Our school has devised a programme of study linked to other foundation subjects to ensure that geography skills can be taught in a meaningful way. This curriculum is cross-referenced to the programmes of study of the National Curriculum and provides comprehensive skills development. In order to meet statutory requirements our school has divided up the breadth of study into a two-year cycle. Using a block-curriculum, Geography is planned through creative and purposeful learning opportunities within the class learning 'experience'.

The Early Years Foundation Stage

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the Early Years Foundation Stage, we plan opportunities based on Development Matters in the Early Years Foundation Stage (EYFS). The Development Matters statements for Geography can be mainly found in the EYFS Specific Area of 'Understanding the World'.

The development matters statements support the curriculum planning for children aged birth to five and forms the foundations for later work in Geography. These early experiences include: exploring and investigating, drawing on their own personal experiences and observing closely using their senses. They will also include using age appropriate software and technology.

Assessment

At Blackwell, we undertake pre and post learning assessments throughout the year so that a subject coordinator can build up an accurate picture of the skills that are being undertaken and assess progress of children accurately. Regular assessment is also carried out using:

- observation of pupils as they work
- discussion with the pupils as they work.
 - oral questioning to encourage discussion;
 - self-evaluation of written work, map/field study work etc.
 - Cross-curricular extended writing
 - Focus vocabulary progression through school
 - A focus on skills progression as the children move through the school

Teachers evaluate pupils' progress in the units of work they have completed at the end of each term and at the end of the school year, to complete the annual report for parents/guardians. This report takes the form of a summary of the teacher's observations and continued assessment of the pupils' achievements, and a level at which the pupil is currently working.

Differentiation and Adaptation

In all classes, there are children of differing ability and age, as well as those with

specific learning barriers or less opportunities to experience the subject outside of school. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

EQUAL OPPORTUNITIES

We passionately believe that all children are entitled to access our curriculum irrespective of age, gender, race, religion and social background. We feel that our approach to a creative curriculum and thematic teaching means that the arts make a vital contribution to the development of tolerance and understanding and we make strong links to 'protected characteristics' and 'British Values' where appropriate.

We also aim to make our teaching and provision of the arts inclusive and accessible for children with special education needs (SEN). Their learning needs are continually monitored and reviewed, to ensure that the necessary help and support is provided to facilitate their progress. This is reflected in teachers' planning where children with specific needs are identified and work is adapted accordingly.

Policies for Equal Opportunities, Equality and Diversity, Race Equality, and SEND provide further details of our vision for a teaching and learning environment where everyone and their differences are valued, respected and nurtured.

The Environment

Geography at Blackwell Primary School contributes to the community by promoting the study and understanding of local sites. Great importance is put upon ensuring children understand the importance of living in a sustainable world and the part that they can take in looking after it.

MONITORING AND REVIEW

The co-ordination and planning of the Geography curriculum are the responsibility of the subject leader who also:

- Supports colleagues in their teaching by keeping informed about current developments in Geography, and by providing a strategic lead and direction for this subject.
- Provides support/ advice to colleagues with planning and delivery of the Geography curriculum
- Has responsibility for securing high standards of teaching and learning in Geography.
- Arranges INSET as appropriate to meet the needs of individuals and of the school.
- Monitors teachers' planning and assessments as part of on-going subject monitoring and evaluation of practice.
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- Keeps abreast of current developments through reading relevant materials and attending courses as appropriate and shares updates with the staff.
- Informs future priorities and targets for the subject.

This policy will be reviewed at least every two years.

March 2025

To be reviewed March 2028