

**West End Primary School  
Geography Policy  
2023**

**Aims**

At West End Primary School, we believe that Geography is an essential part of the curriculum, and teachers ensure that the children develop their knowledge of geographical enquiry, physical geography, human geography and geographical knowledge. These areas will cover the human and physical processes and the people who live in them. Skills developed through Geography help pupils make sense of their surroundings and the wider world.

**Objectives**

Through the teaching of Geography, we aim to:

- Help pupils develop knowledge and understanding of places and themes including patterns and processes.
- Foster children's sense of wonder at the world around them.
- Help pupils develop a sense of identity through learning about the UK and its relationships with other countries.
- Develop an informed concern about the future of our planet.
- Enhance children's sense of responsibility for the Earth and its inhabitants.
- Teach the skills and knowledge necessary to develop children as geographers.
- Encourage learning through enquiry-based projects and lessons in order to develop children's independent research skills.
- Help children understand how to use a map in a variety of different contexts.

**Teaching and Learning**

In the Early Years Foundation Stage (EYFS), the children explore places, people, communities and the world through their work.

In KS1 & KS2 Geography is taught through planning linked to the National Curriculum. Some elements of Geography are also taught through cross-curricular topics e.g. literacy, history, ICT and role-play.

All pupils are encouraged to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school. We develop the following skills, always building on earlier experiences through:

- Interpretation and analysis of data.
- Fieldwork skills and first hand experiences.
- Observation and recording.
- Measurement and use of appropriate equipment.

- Mapping skills.
- Development of geographical vocabulary.
- Geographical enquiry, prediction and the formation of hypotheses.
- Recognition of the effect humans have on their environment.
- Recognition of the need for protection and conservation of our planet's fragile environment.
- Developing their knowledge of Geographical information sources.

Below is a list of skills children will develop in each Key Stage:

### **Key Stage 1**

#### **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**

#### **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.
- Describe and understand key aspects of 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 8 points of a compass, 4 and 6-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.

### **Planning**

Geography lessons will be planned in line with the National Curriculum so that teaching is strengthened and pupils' geographical knowledge and understanding can be improved. Geography will be taught both as a discrete subject and in a cross-curricular way when the opportunity presents itself. Modules will be designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system and shared with the geography subject leader for whole school tracking purposes. The West End Primary School geography curriculum can be located in the file in each classroom. This curriculum makes explicit prior learning, the intent of current learning and future learning.

### **Assessment**

Pupils' work will be constantly monitored and assessed using a variety of methods including:

- Observation of pupils at work, as individuals or in a group.
- Questioning, talking and listening to pupils.
- Considering work produced by pupils and discussing this with them.
- Tracking depth of learning.

- Prior knowledge will be revisited and consolidated through the use of prior learning questions at the start of each lesson (learning from last week, this term, last term and last year)

### **Inclusion**

The school aims to encourage all pupils to reach their full potential through provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

We recognise that some children will move beyond any particular level and that others will need extra support. Pupils with special education needs will work on the same topics at different rates and levels through open ended tasks matched to individual abilities and needs.

Greater depth pupils will be challenged with tasks which will enable them to tackle more complex issues and understand more difficult concepts.

All children will be given equal access to geography irrespective of social class, gender, culture, race, disability, or learning difficulties. Respect and tolerance for all cultures will be promoted through the study of geography.

### **Resources**

The resources for Geography topics have been distributed to the relevant classrooms with the remainder stored in the geography cupboard. They include a variety of texts, photographs, posters, activity ideas, weather resources, globes and compasses.

Each class has access to a West End Primary School geography curriculum reference book detailing key learning and vocabulary.

### **Health and Safety**

In order to access and benefit from the entire geography curriculum, pupils must feel safe within the classroom and around school. This can be monitored through all staff following health and safety procedures of the school.

When organising and undertaking trips outside of the school grounds, risk assessments are undertaken, pre-visits are made and first-aid kits, alongside pupils' emergency contact details and medical information, are carried at all times.

When handling materials, pupils will be observed washing their hands before and after handling as well as being aware of any allergies which could be triggered.