



# ENSTONE PRIMARY SCHOOL

## GEOGRAPHY POLICY

### **Aims:**

The purpose of teaching geography in our school is 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

### **Curriculum Coverage:**

Pupils in Reception will be taught according to the guidance and requirements of the Early Years Foundation Stage Curriculum. As pupils in a mixed age and key stage class they will also encounter some of the content from the Key Stage 1 geography curriculum as part of their umbrella topic each term. Teaching and learning in geography will be adapted to suit the needs of these pupils, at all times making reference to the EYFS curriculum and early learning goals.

At Key Stages 1 and 2 pupils will be taught according to the programmes of study and attainment targets for the National Curriculum in England, 2014.

#### **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

## 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.

## Approach to teaching and learning:

- Class structure at Enstone Primary School dictates that the long-term planning cycles are devised on either a 2 yearly or 3 yearly rotational basis.
- Activities will be created to provide opportunities for pupils to develop, apply and make progress within the wide range of **geographical skills and concepts**.
- A large proportion of the work undertaken by pupils will have an **investigative/enquiry** approach. By studying primary and secondary evidence pupils will ask questions, analyse information and communicate their knowledge and understanding in a variety of ways.
- **Opportunities to assess pupils' progress** are identified within medium and short-term planning and a range of evidence is used.
- **Visits and fieldwork** are an important part of a pupil's learning. They must meet the requirements as set out in the Health and Safety policy in relation to school visits. Careful preparation will ensure that pupils are given tasks appropriate to their ability which will develop their skills of observation, questioning, recording, etc.
- Work in geography is planned to provide **appropriate links** with other subjects. In Reception and at KS1 it will often be taught as part of an integrated topic. At KS2 geography may be taught as a **focused** geography unit or alongside other subjects as part of a **broad theme** (but with an explicit statement of the geography objectives that will be taught). The areas of Geography studied have become the basis for cross curricular Topic work and the objectives for Art and DT are often taught through the Geography topic. Aspects of **cross-curricular themes**: citizenship and PSHE will be included where appropriate.

- Geography may make a significant contribution to the development of skills in **language, literacy** and **numeracy**. Pupils will be given opportunities to use **information and communication technology** both to support their learning in geography and to present or analyse their findings.
- Activities need to be created within units which will encourage pupils to reflect on their own **values and attitudes** in relation to a wider world e.g. moral issues, democracy, tolerance. Whenever possible, material should be chosen so that a range of multicultural opinion is represented and women and minority groups in past societies are accurately portrayed. We advocate co-operative work to enhance social skills.
- As teachers/adults we must have an awareness of the messages or **bias** that we might, unwittingly, pass on either through our questioning/discussions or selected materials/resources.
- **Inclusion:** in consideration of pupils' varied life experiences and needs we will ensure that the geography curriculum is available to all pupils, with equal and appropriate access regardless of sex, race, faith or ability.
- **Role of the subject leader:** the leader is responsible for the monitoring and development of the subject as set out in her/his job description. The leader has other responsibilities within the school and therefore their action plan identifies the agreed priorities that are feasible within the specified time allocation for this subject.

**Date Adopted:** June 2023

**Review Date:** June 2026

**Signature of Chair of Governors:**

*Devin Caswell*

**Signature of Headteacher:**

*S. Mann*