



Geography Subject Policy

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Intent

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." - Barack Obama, 2012

At Spring Grove Primary School, we encourage our children to find their inner geographer through engaging activities, experiences and trips. Our curriculum is planned to ensure that our children are learning in a variety of ways and are given the opportunity to revisit essential knowledge to ensure learning is embedded.

We seek to inspire the children's own curiosity and fascination about the natural and physical world and the diverse people and animals that inhabit it and to promote children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes and to develop a greater understanding and knowledge of the world and their place in it building on from their own experiences and prior knowledge. The curriculum is designed to develop knowledge, understanding and skills that are progressive and transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development, throughout their time at Spring Grove Primary School and lays the foundations for our children to continue their development into Key Stage Three and beyond.

Implementation

Geography teaching at Spring Grove Primary is taught in blocks throughout the year to enable our children to achieve greater depth in their learning and ensures maximum opportunity for children to recap and recall prior knowledge.

Our curriculum design:

- Identifies key knowledge and skills for each blocked topic and consideration has been given to ensure progression across topics throughout the school.
- Ensures at the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points.
- Highlights how greater depth will be taught, learnt and demonstrated within each lesson, as well as how our children will be supported in line with our school's commitment to inclusion.
- Provides cross curricular outcomes in geography with other subject areas that have been specifically planned for.
- Utilises our local area with extensive opportunities for learning outside the classroom.

Impact

Children's outcomes in books and pupil voice provide evidence that the geography curriculum in our school is broad and balanced. Our children identify areas of their own interest within the curriculum often starting new topics by thinking about what they already know as well as what they wish to learn. Class teachers often support children to review their successes and they can talk about the progress they have made in geography. Emphasis is placed on analytical thinking and questioning which helps our children to gain a coherent knowledge and understanding of the wider world. As children progress throughout the school, they develop a deep knowledge, appreciation and understanding of their local area and its place within the wider geographical context. Regular school trips provide further relevant and contextual learning.

Aims

Our curriculum lays the foundations for our children to achieve in geography in Key Stage Three and beyond by ensuring by the end of Key Stage Two every child:

- Develops a contextual **knowledge of the location** of globally significant places – both terrestrial and marine
- Is able to recognise physical and human characteristics and articulate how these provide a geographical context for understanding the actions of processes
- Understands the processes that give rise to key **physical and human geographical features** and can recognise how these features can change over time
- Is competent in the **geographical skills and fieldwork** needed to:
 - Collect, analyse and communicate a range of data gathered that supports them to deepen their understanding of a specific 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 Organisation

EYFS

In the Early Years, children explore geographical themes and content through the Understanding of the World strand of the Early Years Foundation Stage (EYFS) curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time.

Key Stage One

In Key Stage One, children begin by investigating their local area then contracts an area in the United Kingdom to an area abroad- finding out about the environments and the people who live there. The children also begin to learn about the wider world and partakes in geographical enquiry activities inside and outside the classroom. In doing this, the children ask geographical questions about people, places and environments, and develop geographical skills using a range of resources, such as: maps and photographs.

During Key Stage One, the children develop their knowledge about the world, the United Kingdom and their local area. They develop an understand of 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. The children develop their **locational knowledge** as they learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. They also develop a greater **understanding of place** by comparing the 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. The specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In addition to developing children's **locational and place knowledge**, they will learn about human and physical geography. During this study, they will 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. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

The children will develop their **geographical and fieldwork skills** by learning to use: world map; atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

Key Stage Two

During Key Stage Two, the children continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. By extending their knowledge and understanding beyond the local area, to include: The United Kingdom, Europe and North and South America, and by studying the location and characteristics of a range of the world's most significant human and physical features.

The children extend their **locational knowledge** when they learn to locate and name European and North and South America countries, concentrating on their environmental regions, key physical and human characteristics and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones. They will build on their **understanding of place** by comparing the geographical similarities and differences whilst studying the human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America. As in Key Stage One, the specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In Key Stage Two, **human and physical geography knowledge** is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.)

The children will continue to develop their **geographical and fieldwork skills** by continuing to learn to use: maps; atlases and globes; digital and computer mapping; eight-point compass directions; four and six-figure grid references; symbols and keys and Ordnance Survey maps. They will also partake in fieldwork activities to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.

Cross Curriculum Links

English

Work in Geography provides opportunities for children to apply their language and literacy skills. At Key Stage One, children are expected to extend their technical vocabulary; talk about what they see and read and communicate this in different ways. They are expected to look for similarities and differences and engage in finding out answers to questions about where and why. At Key Stage Two, children are expected to use technical vocabulary in their talk, reading and writing. They are expected to use the index of atlases in order to locate places. They apply their writing skills in reports and accounts for different audiences. They read fiction and non-fiction to find out about different places and apply their

comprehension skills to drawing inferences and locating information which is particularly relevant to the work in hand. They use geographical language and draw maps and diagrams to communicate geographical information.

Maths

Geography provides an excellent context for mathematical investigations. In addition, many tasks in geography require maths skills such as collecting numerical information, data processing, data presentation. Children apply their mathematical knowledge to interpret and describe grid references, calculate distances, describe bearings in map work and scrutinising data.

Computing

Technology is deployed to enable the children to discover and explore things that they would not normally be able to do, as well as allow them to analyse and present information in different ways. Children apply their computing skills to explore the Internet, interrogate databases, produce video clips and share information using e-mails.

Spiritual Development

Geography provides many rich opportunities for spiritual development, for example: to appreciate the beauty and scale of geographical features of the world in which we live and the influence of natural phenomena on our lives and in the lives of others. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development.

Personal, Social, Health and Citizenship Education

Geography contributes significantly to the teaching of personal, social and health education (PSHE) and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. Geography in our school promotes the concept of positive citizenship.

Assessment and Marking

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

Key geographical knowledge is taught to enable and promote the development of children's geographical skills. Assessment is supported by use of the following strategies:

- **Observing children** at work, individually, in pairs, in a group and in class during whole class teaching
- Using **differentiated, open-ended questions** that require children to explain and unpick their understanding
- **Providing effective age appropriate feedback**, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting and verbal feedback
- **Book moderation and monitoring of outcomes of work**, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes
- Use of **mediums**, children may apply their geographical learning in other areas of the curriculum. For example: producing posters in English or a power point presentation in computing

Inclusion, Equal Opportunities and SEND

At Spring Grove Primary School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities as all children are entitled to access the geography curriculum at a level appropriate to their needs regardless of social class, gender, culture, race, special educational need or disability.

Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. Teachers use a range of strategies to ensure inclusion, in accordance with our school Inclusions, Special Educational Needs and Equity and Diversity policies. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress, according to their full potential. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging geography curriculum, which engage the children further through practical learning activities.

Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- To monitor planning and oversee the teaching of geography
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or are in the bottom 20%
- To ensure that the geography curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy

Parents

We at Spring Grove Primary School actively encourage the involvement of families and the wider community to help support the teaching of geography. Parents and carers are involved with supporting their children with topic-based homework. Geography homework tasks are well communicated and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work.

Resources

Resources for teaching the key concepts and skills of Geography are stored in school. There is a selection of information books, pictures and photos, atlases, globes, visual media (including aerial photographs), maps, compasses, graphs, measuring equipment and children have access to portable technology so they can easily access on-line resources and the internet in class.

Risk Assessment for Field Work

All **Field Work** carried out off school grounds under take the same Risk Assessments, in line with school and Hounslow Borough Protocols.