Geography Policy

Policy produced by school

Adopted by Governors FGB-Academic year 2024/25 updated 25.09.23
Review date- As changes are made

Intent of our curriculum

Curriculum design

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.

- ✓ 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.

We provide our children with a curriculum which is engaging and stimulating and develops not just their **geographical knowledge**, but builds on prior learning of concepts and the processes of geographical skills. Alongside this, we will ensure immersion in a topic with a range of experiences where children can explore geography through writing, trips and visitors for it to be fully 'brought alive'.

At our school we see the Y1 to Y6 curriculum as a body of **subject specific knowledge** defined by us and the National Curriculum and so we take a **knowledge led approach**. Skills are an outcome of the curriculum, not its purpose. When children are 'fluent' in knowledge they can then apply that knowledge as part of skill acquisition.

We have a **clear focus on subjects** as units to deliver the curriculum. Our **Curriculum Map** and units of work in every subject contain the knowledge that we have identified as essential in our school.

Our **Units of Work** in each subject have been carefully crafted by expert teachers across our school partnership, identifying **composite tasks** and breaking them down in to **component tasks** to ensure **sequential, layered knowledge acquisition**. These Units of Work also support our particular **'instructional'** style of teaching and help with the speedy and effective induction of new staff. This is particularly important in an inner London environment where the cost of accommodation prevents most of our staff from being able to stay with us long term.

We use **Knowledge Organisers** in order to help children with **knowledge retention** and issues around **working memory** to ensure that children **know more and remember more**. Our teaching style has a strong focus on the effective retention and use of **subject specific vocabulary** using Walk The Word techniques.

All classrooms should have a high quality geography display in place similar to the photograph in this policy .

Visits and Visitors are detailed on the Whole School Curriculum Map. Teachers will record evidence of visits and visitors as a photo page (with an explanation) in children's geography books. It is the teacher's responsibility to book visits and visitors according to school policy. Teachers are also responsible for booking transport and completing a preliminary visit for the risk assessment prior to the visit.

Implementation of our curriculum

The implementation of our curriculum is greatly supported by **carefully structured unit plans, leading pupils through component knowledge and skills to composite knowledge and skills** in all subjects.
Our pedagogical approach is based on **Rosenshine's Principles of Direct Instruction**. The brilliant clarity and simplicity of this approach supports teachers to engage with cognitive science and the wider world of educational research.
The Principles of Direct Instruction

1. Daily Review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

Resources

Geography resources related to each year group should be stored in classrooms.

Assessment

From Y1- Y6 children are assessed individually against the statutory outcomes for each year group. They are graded Below Expected Standard (Y?) Working towards Expected Standard Expected Standard Greater Depth. The history assessment statements can be found at the end of this policy document.

Staff training

Staff receive termly support and training through a programme of PDM's and 1-1 coaching opportunities, keeping their knowledge, skills and understanding up to date and relevant for delivering the curriculum.
New staff are given a mentor for 12 months.

Parent involvement

Through parents' meetings, the school newsletter and the school website parents are encouraged to support their children's learning in geography.

The role of the subject leader

Subject leaders

- provide continuous professional development for staff
- monitor the quality of provision in the computing curriculum and report to senior leaders
- monitor pupil outcomes in computing and report to senior leaders

Monitoring and evaluation

The quality of provision in computing is monitored and evaluated according to the annual school monitoring and evaluation plan.

Progression through the geography curriculum in our school updated 31.03.21

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
Locational knowledge The UK	We are learning to understand where we come from. We are learning to understand where our school is.	We are learning to understand where we live and locate it on a map.	We are learning to name and locate the four countries and capital cities of the UK. We are learning to identify characteristics of the four countries of the UK.	We are learning to use an atlas to name and locate the geographical regions of the UK We are learning to compare the landscape is in the UK.		We are learning to use an atlas to name and locate the counties and cities of the UK We are learning to identify and compare physical and human characteristics of counties in the UK. We are learning to understand settlement patterns in the UK. We are learning to understand how land-use patterns have changed over time.	We are learning to understand how land-use patterns have changed over time.	
The wider world			We are learning to name and locate the world's seven continents and five oceans.	We are learning to use atlases to locate North America, key cities and key topography. We are learning to describe physical characteristics of regions of the UK including mountainous, urban, rural and farmlands.	We are learning to use an atlas to locate countries, capital cities and key topography in Europe. We are learning to identify key physical characteristics of regions in Europe			We are learning to extend knowledge and spatial awareness of Africa, Russia, Asia and the Middle East. We are learning to focus on environmental regions such as deserts (hot and polar), key physical and human characteristics, countries and major cities.
					We are learning to	We are learning to		

Significance of latitude/longitude					understand the significance of Latitude to the climate in Europe.	identify the significance of latitude (including naming the Equator, Tropic of Capricorn, Tropic of Capricorn) on climate and the significance of longitude on time zones.		
Place knowledge	We are learning to compare what London is like and what the beach is like.		We are learning to compare the human and physical geography of India with the human and physical geography of South East of England. We are learning to compare rural and urban areas and say why someone may choose to live there.		We are learning to compare the physical and human geography of Campania (a region in Italy) with South-East England.		We are learning to compare the physical and human geography of Brazil with the UK, including looking at trade links.	We are learning to compare geographical similarities and differences through studying the human and physical geography of a region in Africa and a region in Asia.
Human geography	We are learning to identify amenities in our local area (shops, libraries).	We are learning to describe human geography of our local area.	We are learning to describe the human features of urban and rural areas in the UK using geographical vocabulary.	We are learning to describe and compare the human features of urban and rural areas in the UK using geographical vocabulary. We are learning to understand which areas of the USA are densely	We are learning to compare the human geographical characteristics of Naples and London.	We are learning to describe and compare the human geography of the counties of the UK. We are learning to understand the economic activity and trade links of the UK and how this changed over time.	We are learning to understand how land use and settlement in London has changed over time. We are learning to understand the distribution of natural resources including energy and	We are learning to understand human geography including population and urbanisation, international development, economic activity in the primary, secondary, tertiary and

				populated and start to explain why.			food. We are learning to understand the importance of trade and exports from the Amazon region.	quaternary sectors and the use of natural resources. We are learning to understand how human activity relies on effective functioning of natural systems.
Physical geography	We are learning to describe the seaside.	We are learning to describe physical geography of our local area.	We are learning to describe coastal areas using geographical vocabulary. We are learning to describe rural areas using geographical vocabulary.	We are learning to describe mountains and volcanoes. We are learning to describe how volcanoes and earthquakes are formed and their effects.	We are leaning to understand life in mountainous regions. We are learning to describe different stages of a river. We are learning to understand why cities can be found on rivers. We are learning to understand the water cycle.	We are learning to compare the physical geography of different counties in the UK.	We are learning to describe the physical geography of the Amazon region with the UK, including key topographical features.	We are learning to understand physical geography including geological timescales and plate tectonics; rocks; weathering and soils; the change in climate from the ice age to now; glaciation; hydrology and coasts.
Weather, seasons, climate	We are learning to name the seasons.	We are learning to identify seasons and the daily weather patterns in the UK.	We are learning to locate hot and cold areas of the world in relation to the Equator and the North and South Pole.	We are learning to describe the climate and biomes in the USA.		We are learning to understand climate zones and biomes found there including vegetation belts.	We are learning to describe the physical geography of the Amazon region with the UK, including	

and biomes		We are learning to locate hot and cold areas of the world.					the climate, vegetation and biomes	
Geographical skills and fieldwork Maps		We are learning to use maps to identify our local area. We are learning to use aerial photographs to recognise landmarks in our local area. We are learning to construct a map with a simple key. We are learning to observe our school and its grounds.	We are learning to use world maps, atlases and globes to identify the UK, continents and oceans. We are learning to use aerial photographs to recognise human and physical features in the UK and India.	We are learning to use world maps, atlases, globes and computer mapping to locate countries and describe features.	We are learning to use world maps, atlases, globes and computer mapping to locate countries and describe features.	We are learning to use world maps, atlases, globes and computer mapping to locate countries and describe features.	We are learning to use world maps, atlases, globes and computer mapping to locate countries and describe features.	We are learning to build on our knowledge of globes, atlases and maps in the classroom and in the field. We are learning to interpret OS maps including using grid references and scales, topographical mapping and aerial photos
Position	We are learning to use positional language such as near, far.	We are learning to use simple compass directions and directional language.		We are learning to use the 8 points of a compass We are learning to give four figure grid references	We are learning to use the 8 points of a compass We are learning to give four figure grid references	We are learning to use the 8 points of a compass We are learning to give six figure grid references	We are learning to use the 8 points of a compass We are learning to give six figure grid references	

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.

Schools are not required by law to teach the example content in [square brackets].

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

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.

Geography Assessment Statements
Year 1 **Name:**
Expected standard Year 1

Statements of assessment	February	July
Disciplinary knowledge		
I can annotate a map using symbols.		
I can use key geographical terminology to describe the weather accurately *e.g. rain, sun, rain, cloud, storm, wind, hail, frost, hot, cold.*		
I can name the four compass directions *e.g. North, South, East, West.*		
I can create an accurate map using my own observations.		
I can ask relevant geographical questions based on what I'm learning.		
Substantive knowledge		
I can explain why Earth has day and night.		
I can explain where some of the water can be found on Earth and why water is important.		
I can describe the differences in weather during Spring, Summer, Autumn and Winter.		
I can describe the weather of the Equator and the Poles (North and South).		
I can describe some the human and physical features of my local area.		
I can identify some of the differences between my local area and villages.		

February assessment point **On track to** _____

July assessment point _____

Geography Assessment Statements
Year 2 **Name:**
Expected standard Year 2

Statements of assessment	February	July
Disciplinary knowledge		
I can use satellite maps and aerial photos to learn more about a specific place.		
I can create an aerial map of my school.		
I can use an atlas to identify different environments.		
I can explain how maps are helpful for learning about the world.		
I can ask relevant geographical questions based on what I'm learning.		
Substantive knowledge		
I can name the main rivers and mountains of the UK.		
I can explain what the coast is.		
I can name the seas around the UK and outline how people use coasts.		
I can identify some of the climate zones of the Earth and locate them on a map.		
I can identify the plants and animals of specific environments *e.g. Penguins live in Antarctica.*		
I can describe the location of India and some of its physical geography.		
I can explain what life is like for some people in India.		

February assessment point On track to _____

July assessment point _____

Geography Assessment Statements
Year 3 **Name:**
Expected standard Year 3

Statements of assessment	February	July
Disciplinary knowledge		
I can use coordinates when working with maps.		
I can analyse some similarities and differences between two different places.		
I can use an atlas to identify different environments.		
I can explain how maps are helpful for learning about the world.		
I can use photographs and different sources of information to analyse and evaluate a place e.g. Worth, England		
Substantive knowledge		
I can recognise the difference between weather and climate.		
I can explain some of the challenges of living in an extreme climate.		
I can identify how some places in the UK have changed over time.		
I can explain some of the ways we can protect the environment.		
I can explain the human and physical characteristics of Scotland.		
I can explain the human and physical characteristics of Chile.		

February assessment point On track to _____

July assessment point _____

Geography Assessment Statements
Year 4 **Name:**
Expected standard Year 4

Statements of assessment	February	July
Disciplinary knowledge		
I can create diagrams to represent key concepts in Geography.		
I can use a map to work out the distances between two places.		
I can understand time zones.		
I can use a map to understand the relief/elevation/topography of a country *e.g. The natural features of the land. Netherlands has a flat relief whilst Chile has steep relief.*		
I can ask relevant geographical questions based on what I'm learning.		
Substantive knowledge		
I can recognise that landscapes change over time.		
I can explain how rivers change from source to mouth *(using the Nile as an example).*		
I can categorise towns by their purpose *e.g. factory, port, university town, market town.*		
I can explain how towns can be improved.		
I can describe the different ways people use rivers *(using the Rhine as an example).*		
I can describe the location of the Rocky Mountains and the environment surrounding it.		

February assessment point On track to _____

July assessment point _____

Geography Assessment Statements
Year 5 **Name:**
Expected standard Year 5

Statements of assessment	February	July
Disciplinary knowledge		
I can define latitude and longitude and recall the equator and Greenwich Meridian.		
I can ask relevant geographical questions about an area based on what I'm learning that could be used in a survey.		
I can precisely use key geographical terminology to accurately describe the ideas that I've learnt about.		
I can accurately use coordinates to find locations on maps.		
Substantive knowledge		
I can recognise ways in which the sea can be used by people.		
I can explain how rivers shape the landscape using the linked concept of erosion, transportation and deposition.		
I can explain how humans can change the landscape around them. *e.g. deforestation, agriculture, settlements.*		
I can describe and explain the positives of living in a city.		
I can describe and explain the negatives of living in a city. *e.g. pollution.*		
I can describe the varying climates of Kenya and explain how climate change is affecting them		
I can identify the constituent countries of the UK: England, Scotland, Wales, Northern Ireland and analyse the differences between England and Wales.		

February assessment point **On track to** _____

July assessment point _____

Geography Assessment Statements
Year 6 **Name:**
Expected standard Year 6

Statements of assessment	February	July
Disciplinary knowledge		
I can understand and explain some of the links between human and physical Geography.		
I can compare and contrast different locations using prior knowledge.		
I can use some statistical evidence to support my answers.		
I can respond to enquiry questions appropriately.		
I can ask relevant geographical questions based on what I'm learning.		
Substantive knowledge		
I can understand tectonic plates and explain the effects they have *e.g. making volcanoes and earthquakes.*		
I can describe how the UK supplies the water it needs.		
I can explain some of the challenges facing water supply currently and in the future.		
I can explain how transport and city planning can be used to make cities more environmentally friendly.		
I can explain some of the challenges facing Antarctica due to climate change and justify why it should be conserved.		
I can explain some of the challenges facing the Amazon rainforest and how they can be reduced.		
I can describe some of the ways Singapore has changed *e.g. preparing for the future*.		

February assessment point **On track to** _____

July assessment point _____