



Geography Policy

November 2022

Review Date: November 2025

Our vision

At Woodborough Woods, we 'Grow Together' following Jesus' example to 'Love your neighbour as you love yourself' (Matthew 22:37-39) because through love for one another, we can build a strong learning community ensuring that everyone has the opportunity to flourish.

Geography Policy

This policy reflects the values, ethos and philosophy of Wood's Foundation Church of England Primary School in relation to the teaching of Geography. It gives a framework within which all governors, staff and children work together and it gives guidance on planning, teaching and assessment. Geography is central to us meeting one of our aims, which is to:
Encourage a respect for ourselves as well as others, the environment and the wider world.

Policy Statement

Geography provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem-solving skills both inside and outside the classroom. Geography is a focus with-in the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures, this helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

Aims and purposes of geography

Geography is a foundation subject. The aims of teaching geography at Wood's Foundation Church of England Primary School are consistent with our school philosophy.

The aims of Geography are:

- 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.

Planning

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:

- 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
- 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
- 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
- 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:

- locate the world's countries, using maps to focus on Europe 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 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

- 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
- 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
- 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.

Enquiry

Enquiry skills should be attained through direct experience, practical activities and fieldwork in the locality. Asking questions such as:

Where is this place?

What do I like about this place?

What is this place like?

How did it get like this?

How is this place changing?

How is this place similar to where I live?

How is it different?

Geographical Skills

Throughout both Key Stages there is continuing development of a widening range of increasingly complex geographical skills.

Curriculum and School Organisation

The teaching of Geography at Wood's Foundation Church of England Primary School is approached in a flexible way throughout the school within each key stage and within each year group.

As a curriculum area, one member of staff has been designated as the Curriculum Leader. The coordinator receives any information/ resources which arrive in school but decisions regarding geography work and the development of the geography curriculum and attendance at geography courses involves all members of staff.

Assessment, Recording and Reporting

Assessment in geography is viewed as part of the assessment for learning cycle. Learning objectives and steps to success are shared with the children in every lesson. Children are provided with opportunities for self/peer-assessment and improvement. Marking is developmental and children are provided with next steps to extend their learning at least weekly. Teachers monitor the acquisition of skills, knowledge and understanding through appropriate teacher intervention, observations and discussions with groups and individuals, and records of achievement in the key skills in geography for each year group are updated termly.

Equal Opportunities

The geography policy firmly supports the equal opportunities philosophies of the school and all children will have access to the geography curriculum.

Special Educational Needs

Where necessary, adaptations will be made to the curriculum, to equipment and to resources to allow access to geography for pupils with SEN, including provision for pupils that are exceptionally able in geography.

Curriculum Leadership

The role will include:

- Inspiring an exciting and creative approach to geography teaching
- Supporting geography teaching through advice, guidance, CPD and resources
- Sharing information acquired from courses or other sources that may be beneficial to staff
- Reviewing the geography policy and monitoring its implementation
- Regularly evaluating the geography planning against the curriculum and amending as necessary
- The management, maintenance and storage of resources
- Organising pupils' participation in geography workshops and events
- Effectively managing the geography budget
- Reporting to parents, governors and others when appropriate