



CLIFTON COMMUNITY PRIMARY SCHOOL

GEOGRAPHY POLICY

'Enjoy and Achieve Together'

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1			
2			
3			
4			
5			
6			

CLIFTON PRIMARY SCHOOL

CURRICULUM POLICY FOR GEOGRAPHY

Mission Statement: 'Enjoy and Achieve Together'

At Clifton Primary School we believe it is important that:

- Our children develop a fascination about the world and its people.
- Our children develop an interest and natural curiosity of both the immediate world around them and the physical and human characteristics in the wider world.
- Our children explore, appreciate and understand the world we live in, how it has evolved and how it will continue to evolve.
- Our teaching equips children with knowledge about diverse places, people, resources and environments.
- Our children have opportunities to develop their understanding of environmental responsibility.
- Our children are inspired to find out about their world so they can play an active role in contributing to and protecting the world as they grow up.

We want our children to:

- Develop contextual and relevant knowledge of globally significant places (both terrestrial and marine) including their physical and human features.
- Understand the processes that cause key physical and human geographical features of the world, how they are interdependent and change over time.
- Be competent in the geographical skills needed to collect, analyse and communicate data they have gathered through fieldwork.
- Be able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate and share geographical information and findings in a variety of ways, including through maps, numerical and quantitative skills and written and verbal reasoning.

We aim to:

- Stimulate children's interests in their surroundings and develop their knowledge and understanding of the human and physical processes that shape places.
- Increase children's knowledge of other cultures, teaching them to be respectful and positive citizens in a multi-cultural society.
- Provide learning opportunities that engage, stimulate and motivate pupils to learn and foster a sense of natural curiosity and wonder of the world around them

At Clifton, geography is taught every term with the teaching and learning of geography based on locational and place knowledge, human & physical geography and geographical skills & fieldwork. We ensure pupils are introduced to a range of different topics throughout their time at school as

well as visiting topics covered in previous key stages to embed and build upon knowledge already gained.

The teaching of geography within the EYFS:

Within EYFS, children will be provided with opportunities to make sense of their physical world and their community through **exploring** and **observing**. Children will therefore learn about similarities and differences between themselves and others, among families, communities and traditions. They will also learn about similarities and differences in relation to places, objects, materials and living things.

By the end of the EYFS, children will ask question about their surroundings and talk about things that they have seen, e.g. “it is warmer in the summer than in the winter”, developing an understanding of change over time. They will also be able to begin to suggest why things happen and how things work, looking at pattern and change in relation to places. We integrate geography into their learning and continuous provision focusing primarily on the objectives from ‘Understanding the world’ of the EYFS framework.

The teaching of geography within Key Stage 1 (KS1):

Within KS1, pupils will develop their 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 such as **observing** in order to enhance their locational awareness.

Knowledge

By the end of KS1, pupils will develop their **locational knowledge** and be able to name, locate and identify characteristics of their country, its surrounding countries and seas. They will also be able to find and name the world’s seven continents and five oceans. Children will develop their **place knowledge** through identifying and studying the **human and physical geography** of a small, specific area of the United Kingdom and be able to compare it to a contrasting non-European country. Pupils will build on this knowledge; recognising daily and seasonal weather patterns in the United Kingdom compared to hot and cold areas of the world in relation to the Equator and the North and South Poles. Pupils will do this by developing their **geographical skills and fieldwork** through using maps, globes and atlases, familiarising themselves with simple compass directions and locational and directional knowledge. Children will also use this to use and create simple maps that use basic symbols. Additionally, they will use fieldwork and observational skills to study the geography of their surrounding environment, e.g. the school and its grounds, again, identifying key human and physical features.

Skills

Our children will be able to ask and answer geographical questions using some geographical vocabulary. They will use globes, maps and atlases to identify significant places and used these to influence their own maps. Pupils will have recorded and observed ideas and learned how to communicate them using new and existing knowledge. In this, children will have identified and described what places are like (stating key human and physical features), they will have seen and noted how places have changed and how they continue to change whether that be a positive or

negative change. In response to this, pupils will also be able to suggest ways to improve their local environment for the future.

The teaching of geography within Key Stage 2 (KS2):

Within KS2, pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, North America and South America. This includes location and characteristics of a range of the world's most significant human and physical features. They will also develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Knowledge

By the end of KS2, pupils will have continued to develop their **locational knowledge**, being able to name, locate and identify key human and physical characteristics of the world's countries. In addition to this, children will be able to identify patterns and changes in locations, and understand how some of these aspects have changed over time. Pupils will continue to develop their **place knowledge** through comparing geographical similarities and differences of **human and physical geography** of a region in the UK with a region in a European country and a region within North or South America. Children will do this by demonstrating their existing **geographical skills and fieldwork** and build upon them; using digital/computer mapping, the eight points of a compass and grid references (four and six-figure). Pupils will continue to observe, measure, record and present human and physical features in the local area in a variety of different methods, including sketch maps, plans, graphs and digital technology.

Skills

Our children will be able to identify and describe an increasing amount of significant geographical features in places using maps, globes and atlases. They will consistently be using appropriate vocabulary in order to explain why places are like they are, how they used to be and suggest how they may be in the future. In order to do this, they will be confident in selecting appropriate methods of collecting and recording data. Pupils will use fieldwork skills, technique and instruments accurately and will be able to compare a variety of places with others elsewhere in the world. Children will be using their knowledge and understanding of patterns and processes (human and physical), to explain how and why they change environments, and then use decision making skills to suggest how else to improve it. They will also be able to explain the influence that people can have on an environment and how it could affect the future.

Assessment and recording:

The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. We collect evidence for impact in the form of:

- Scrutiny of children's work – feedback is given to teachers as soon as possible.
- Teacher assessment is dated and recorded in the back of the topic book (1-experienced, 2-met, 3-understood, 4-mastered) against the new National Curriculum objectives at the end of each topic.
- Overall assessment of children's progression at the end of the year.

- Photographic evidence
- Pupil voices and staff feedback
- Lesson observations
- Learning walks – learning which is displayed on a working wall
- Reports to parents are written once a year, describing each child's attitude and attainment in geography.

Each topic usually contains a WOW lesson to find out what children already know about the topic and/or to hook them into the topic. The learning objective for each lesson is always shared within the lesson, whether that be at the beginning to introduce what the lesson is about or during the lesson so as not to give away information about tasks, enquiries or discoveries children will be making within the lesson.

We understand that in all classes, children have a wide range of abilities in geography and we aim to provide suitable learning opportunities for all children by matching the challenge of the task to each individual. We do this through setting open-ended tasks and challenges that can have a range of responses, setting tasks of increasing difficulty and different complexity for children and by using teachers and teaching assistants, where possible, to support children individually or in groups. Teachers will assess children throughout their lessons from discussions, questioning and the answers that pupils provide, and use this information to inform future planning.

Children are actively involved in their own learning, celebrating their achievements and identifying where they can improve in future. At the beginning of each unit of work, children are asked to write everything they already know about said topic and to think of questions they want answers to by the end of it. Throughout the lessons, children will have opportunities to reflect on their original questions, complete a subject-specific glossary and state what they now know, demonstrating good subject knowledge and vocabulary.

Safeguarding, Inclusion and Equal Opportunities:

At Clifton we have high aspirations and expectations for all children. Children learn and thrive when they are healthy, safe and engaged. In all subjects we are committed to safeguarding children and as such we maintain an ethos where children feel safe, encouraged to talk and are listened to. We ensure that children know they can approach and talk to adults if they are worried or in difficulty. We support children with their emotional wellbeing and health, recognising that subjects may sometimes be sensitive for children. Clifton Primary believes in inclusion and equal opportunities meaning that all children should have access to a broad and balanced curriculum, including Geography, which enables them to make the greatest progress possible according to their individual abilities. We provide learning opportunities that are matched to the needs of the children making reasonable adjustments where needed. Lessons are planned in advance addressing any potential areas of difficulty and barriers to the children achieving are removed. We will ensure that expectations do not limit pupils' achievements, supporting where there is a need and extending children's learning who need further challenging.

As per the Equality Act 2010, it is the responsibility of all teachers to ensure that all children irrespective of SEN, gender, ethnicity, social circumstance and ability (including gifted and able children), have access to the curriculum and make the greatest progress possible.

Review:

This policy will be reviewed annually by the geography curriculum leader.