



GEOGRAPHY POLICY

Reviewed: September 2023

Next Review: September 2026



1. INTRODUCTION

- 1.1 This policy outlines the purpose, nature and management of the geography taught and learnt in our school, Geography is a non-core subject within the National Curriculum.
- 1.2 The school policy for geography reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion and has the full agreement of the governing body and teachers.
- 1.3 The implementation of this policy is the responsibility of all the teaching staff.

2. NATURE

- 2.1 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. (National Curriculum 2014)

3. ENTITLEMENT

- 3.1 Geography is a foundation subject of the National Curriculum.
- 3.2 All children have an entitlement to the programme of study at an appropriate level. The entitlement for geography is shown on the school's curriculum framework. The school operates a rolling programme of study for each key stage.
- 3.3 In the Reception Class, the foundation for the children's later geography learning is developed through rich opportunities to develop their understanding of the world in line with the EYFS Framework.

4. INTENT

- 4.1 Our geography curriculum intends to: -

- Stimulate curiosity and fascination about the world by learning about varied places, people, resources, natural and human environments.
- Ensure that pupils understand how human culture interacts with the natural environment and the way that locations and places can have an impact on people.
- Ensure that pupils are aware of where things are found, why they are there, and how they develop and change over time.
- Develop knowledge of globally significant places, interpret a range of geographical information and develop field skills.



5. IMPLEMENTATION

5.1 The programme of study set out in the National Curriculum is followed.

Key stage 1

5.2 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.

Locational knowledge

5.3 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

5.4 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

- 5.5 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.
- 5.6 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.
- 5.7 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- 5.8 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
- 5.9 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
- 5.10 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
- 5.11 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

6 Pupils should extend their knowledge and understanding beyond the local area to include the:

- 6.1 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

Locational knowledge

- 7.0 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
- 7.1 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
- 7.2 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

- 8 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

- 9 describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 9.2 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

- 10 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 10.1 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
- 10.2 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 technology



- 10.3 A rolling two-year cycle is in place for KS1 and a four-year cycle for KS2. This ensures full coverage of the curriculum over the course of each key stage.
- 10.4 The knowledge that we expect the children to develop is set out in the core knowledge document.
- 10.5 A skills progression document supports differentiation in mixed age classes.

11 SEN

- 11.1 At Tedder School we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

12. CONTINUITY & PROGRESSION

- 12.1 We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.
- 12.2 We carry out curriculum planning in geography in three phases (long-term, medium-term and short-term). The long-term plan maps the geography topics studied in each term during each key stage. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study. The long term plan sets out the key knowledge that we expect pupils to develop.
- 12.3 Medium term planning is the responsibility of the key stage teams. These plans detail the specific learning objectives of each lesson, teaching notes and resources required. These plans are stored on the staff drive.
- 12.4 Class teachers use the medium term plans as the basis for their lessons. Sometimes, they may need to adapt them to meet the needs of their class.

13.0 ASSESSMENT, RECORDING, MONITORING

- 13.1 Teacher assessments in geography are carried out through observation, discussion and reviewing children's books.
- 13.2 We assess children's work in geography by making informal judgements as we observe them during each lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, teachers use the whole school assessment spreadsheet to say whether the children have met or met each curriculum statement.
- 13.3 Monitoring of the standards of the children's work and of the quality of teaching in Geography is the responsibility of the Geography subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Geography, being informed about current developments in the subject,



and providing a strategic lead and direction for the subject in the school. The subject leader gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The leader has specially-allocated management time in order to enable him/her to review samples of the children's work, speak to pupils and undertake lesson observations where possible of Geography teaching across the school.

14 Resources

- 14.1 We are continually adding to resources for all geography teaching units in the school. We keep these resources in a central store where there are a range of topic boxes to support the skills needed. The library contains a good supply of topic books and software to support children's individual research.