



CLIFTON COMMUNITY PRIMARY SCHOOL

GEOGRAPHY POLICY

'Enjoy and Achieve Together'

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Next Review Date	February 2023
Committee Responsible	Governing Board
Document locations	Staff shared Drive – Policies

Change History

Version	Date	Change Description	Stored
1	Sept 21	Updated in line with new EYFS framework <i>E Young</i>	Staff shared
2	Feb 23	Updated with protected characteristics L. Marshall	Staff Shared
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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.

Intent – What we will do

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.

The teaching of geography within the EYFS:

In EYFS, geography is an important part of the topics covered over the year; it is integrated into their learning and continuous provision. We relate geography through the geographical aspects in the Development Matters non-statutory guidance and through the objectives of ELG and EYFS framework, focussing mainly on Understanding the World. Within EYFS, children will be provided with opportunities to make sense of their physical world and their community through **exploring** and

observing. Children will begin to understand the need to respect and care for the natural environment around them. Children will talk about their family and community. Children will learn about different countries and will understand that some environments are different to the one in which they live. They will also be able to talk what they observe, using a wide range of vocabulary. Children will begin to describe a familiar route using words like 'in front' and 'behind'. Children will draw information from a simple map.

By the end of the EYFS, children will know some similarities and differences between the natural world around them and contrasting environments. They will understand some important processes and changes in the natural world around them, including the seasons. They will describe their immediate environment and explain some similarities and difference between life in this country and life in other countries, using knowledge from observation, discussion, stories, non-fiction texts and maps.

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

Within KS1, children 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, children 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. Children 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. Children 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.

Skills

Children will be able to ask and answer geographical questions using geographical vocabulary. They will use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. They will 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. They will 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. They will 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.

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

Within KS2, children 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, children 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 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. They will be able to 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. Children will also be able to 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). In addition to this, children 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. This will include describing and understanding climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. As well as describing and understanding types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 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). Children 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

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.

Implementation – How we will do it:

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 bi-half termly with the teaching and learning of geography based on locational and place knowledge, human & physical geography and geographical skills & fieldwork. Geography units of work build upon previous units to develop and consolidate children's knowledge and skills in this subject.

Impact – What we can now do:

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
- Teacher assessment made against the National Curriculum objectives at the end of each term, recorded on insight, and an overall assessment of children's progression at the end of the year.
- Photographic evidence
- Final assessment piece in the form of a double page spread about the topic, Venn diagram, quiz, multiple-choice questions etc.
- Pupil voice
- Lesson observation
- 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 history.

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.

Protected Characteristics

In adherence to the Equality Act 2010 the staff at Clifton Primary are not only aware of the protected characteristics but accept fully that it is unlawful to discriminate against anyone on the grounds of disability, age, race, gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, marriage or civil partnership or sex. Furthermore, at Clifton it is the responsibility of all teachers to ensure that all children's protected characteristics are fully recognised and that irrespective of SEN, gender, ethnicity, sexual orientation, LGBTQ+, social circumstance and ability (including gifted and able children), ALL have access to the curriculum and make the greatest progress possible. We also ensure that where possible, materials utilised in lessons are broad and reflective of the diverse society we are a part of.

Review:

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