

Golden Flatts Primary School  
Geography Policy

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**1. Statement of intent**

Our aim at Golden Flatts Primary School is to teach a geography curriculum that is enjoyable, creative, and stimulating. Through carefully designed topics and enquiry we endeavour to create globally responsible, curious geographers who can make connections, think critically, and ask the right questions through effective enquiry. Through discussion, debate and dialogue we strive to deepen their enquiry skills to ensure they are able to evaluate evidence effectively with empathy.

**2. Legislation**

This policy will be compliant with

- DFE Geography programmes of study in key stages 1 and 2, National Curriculum 2013
- DFE Knowledge and Understanding of the World, Development Matters 2021

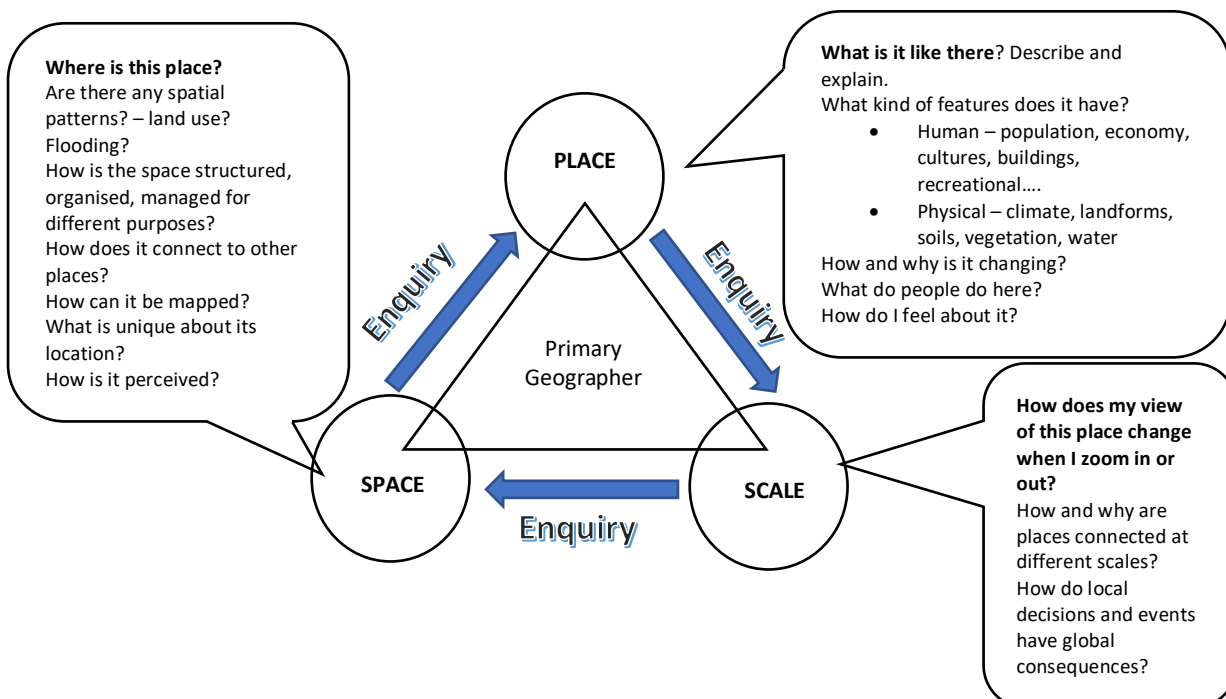
**3. Concepts**

At Golden Flatts Primary School we have identified the key geographical concepts and subject knowledge. Our aim is to ensure that learning is 'sticky' – that it builds coherently from EY to Y6 through an Enquiry Process ensures interconnectedness.

Our key concepts are:

1. Place (facts, location, names, vocabulary, human/physical features)
2. Sense of Place/Space (senses, emotions, empathy, values, opinions, spatial thinking, change)
3. Environment (physical and human processes, actions, change, features)
4. Scale (local, regional, national, continent, global, how does it change when zoom in/out)  
Environmental Impact (Interactions, change, usage, sustainability, effects, response)
5. Environmental Impact (Interactions, change, usage, sustainability, effects, response)
6. Cultural Awareness (diversity, disparity, connections, social identity, values)
7. Interconnections (links between features, places, events, and people)
8. Field Work
9. Maps

Our Enquiry Process is adapted from the 'Geographical Association':



#### 4. Early Years

Children will be introduced to geographical enquiry through books, photographs, maps and video clips. They will have exposure to maps, globes and atlases and will be encouraged to express views and preferences. Children will be taken into the local environment to observe human and physical features. They will be taught directional language and pre mapping skills such as vocabulary to describe scale and distance, and representation. As a prerequisite to future fieldwork skills, which will be developed in key stage 1, children will look at photographs and recognise what they have seen in their locality and be encouraged to sketch what they see in their environment.

#### 5. Key stages 1 and 2

As pupils progress through the school, their growing knowledge about the world will help deepen their understanding of the Earth's key physical and human processes and the formation and use of landscapes and environments. At Golden Flatts, the core long term plans have been adapted in order to ensure that there is progression for all learners in each class.

The skills and knowledge to be learned are sequenced coherently across KS1 and 2 and this is encapsulated in the 'bigger picture'. The 'bigger picture' shows how each unit to learning is connected to the one before and the one after, and in the instance of mixed age classes, how it builds upon learning from a previous class, and is appropriately challenging for both year groups. Each unit's learning is organised in a 'knowledge organiser' which details the core knowledge children must learn and the skills they must develop.

In KS1, children will have the opportunity to learn 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.

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In KS2, children will have the opportunity to learn 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.

**6. Maps**

Discreet map lessons will be taught Y1 – Y6 to specifically target 'graphicacy' skills. Incidental reference to world maps will be made throughout the academic year wherever appropriate and wherever meaningful links can be made to other subjects, they will be actively encouraged. For example, when studying 'Da Vinci' in art, the class world map may be used to identify where he was born and what his experience of that place was likely to be based on what we know from the map. Staff will use key geographical questions beyond geography sessions to reinforce and extend geographical understanding when there is opportunity to do so.

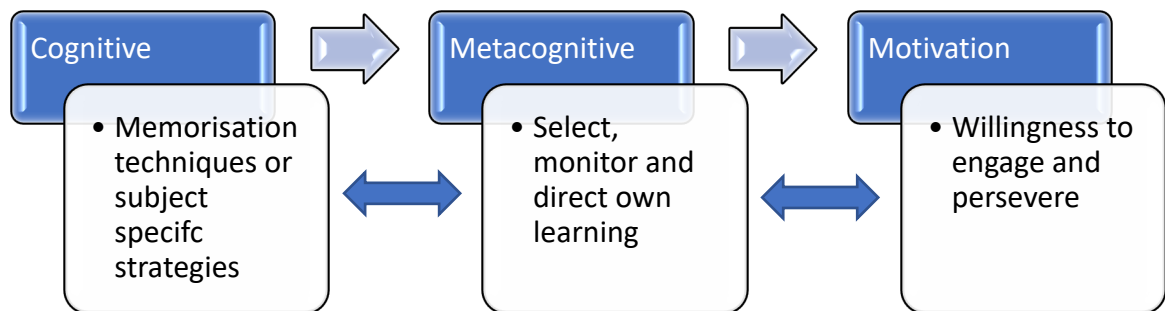
**7. Field Work**

Field work should either introduce, support, or extend the geography study in the classroom. We will investigate the school grounds and immediate locality in the first instance and then move onto capitalising on the local features of interest.

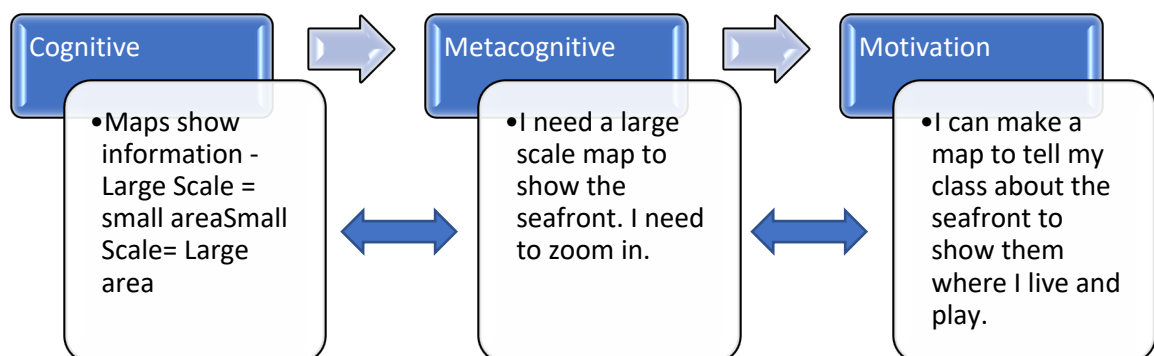
## 8. Teaching Strategies

To ensure the teaching of geography is of high quality, a variety of teaching strategies will be employed to ensure that all learners, regardless of their starting points, have the maximum opportunity to make good progress and learn how to ‘think as a geographer’. For example, In KS1, the teacher will consider how to develop map work in a way that is suitable for children who have just left reception. This could be making a physical map using resources that they are familiar with in the first instance, before constructing their own map using photographs to support their understanding of the layout. Year 2 will refine this by constructing a map with a key and begin to look at basic grid references.

Children will be challenged both cognitively and metacognitively with overall aim of ensuring full engagement and perseverance. Groupings will be flexible to ensure there is no glass ceiling in terms of achievement. Children will be given explicit instruction that models geographical vocabulary and technology will be used wherever possible.



Using the above model as a guide to demonstrate ‘thinking like a geographer’.



## 9. Assessment

Key questions for assessing the progress children are making in developing skills and remembering more are detailed on individual knowledge organisers for teachers to assess against at the end of each study unit. The knowledge organisers and the key questions are under constant review to ensure they are the most effective questions to assess the children’s progress. Assessment of SEND pupils is informed by the most recent EEF 5 recommendations document.

- i. Promote positive relationships, active engagement and well being
- ii. Ensure pupils can access the best possible teaching
- iii. Adopt a positive and proactive approach

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- iv. Understand individual pupils learning needs
- v. Assessment should be regular and purposeful

Formative assessment in lessons should be used to inform bespoke, immediate feedback to ensure children are successful. Verbal feedback does not need to be recorded in individual books and time should be spent ensuring subsequent lessons meet the needs of the children.

#### **10. Roles and Responsibilities**

- i. **Governors**  
As part of their general responsibilities for the management of the school, the governors play a key role in the development of the curriculum. They will continue to do so through regular evaluation as set out in the Governors Visits and Curriculum Monitoring Policy.
- ii. **Executive Headteacher**  
The EHT takes overall responsibility for this policy and its implementation, and for liaison with the governing body, parents/carers and the LA, also appropriate agencies.
- iii. **Deputy Head Teacher (Curriculum Lead)**  
The DHT takes responsibility for the design and structure of this policy, its implementation and monitoring to ensure that the programs of study are fulfilled
- iv. **Humanities faculty lead and identified geography coordinator**  
The coordinator along with the deputy head teacher with responsibility for curriculum has general responsibility for supporting members of staff in the implementation of this policy.
- v. **Staff**  
All teaching staff should familiarise themselves with this policy

#### **11. Dissemination**

This policy will be made available to all members of the governing body and all teaching/support staff. Parents/carers can access this document, a copy of which will be available on line and from the school office.

#### **12. Monitoring and review**

This policy will be reviewed every two years by the Executive Headteacher, Deputy Head Teacher, Geography Coordinator and the Governing Body

**Review Date: September 2021**

**Reviewed by: Kate McIntyre**

**Approved by Governors:**

**Next Review Date: September 2023**

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