



Geography Policy

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Intent

At Dallam Primary school we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Dallam enables children to develop skills, knowledge, empathy and experiences that are transferable to other curriculum areas. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We want them to question the impact we have on our world and be aware of current environmental and global issues. Thus developing responsible global citizens.

The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Dallam Primary and also to their further education and beyond.

Using the Statutory Framework for the Early Years Foundation Stage (2024) and the National Curriculum for England (2014) to underpin our curriculum, promoting:

- Confident, Independent learners.
- Key vocabulary and knowledge
- Essential skills
- Speaking and listening
- Collaborative learners

Implementation

At Dallam are encouraged to become independent learners, to research and work collaboratively. Consideration is given to how a deeper understanding will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion and SEND.

Geography areas for learning and questions

At Dallam Primary School, we ensure that our geography curriculum equips all our children in gaining 'real-life' experiences that are transferable in the wider curriculum. Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. At Dallam Primary School, the children have had many opportunities to experience geography on educational visits. Across each phase, the children have explored the local area including the school grounds, visiting Sankey Valley, local canals, rivers and museums, and using map reading skills and orienteering during residential trips and within the classroom and school environment.

Teaching and Learning

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The learning intention for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson through the use of success criteria. Outdoor learning is planned for and progressive throughout the school and programmes of work are embedded with key knowledge and vocabulary, which itself has been mapped, along with key skills, to support affective assessment and ensure progression across the school.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using adapted, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through tickled pink and green for growth (see marking policy). Using green for growth marking for correction or challenge where appropriate, to

engage children with their learning and to provide opportunities for self-assessment and consolidation.

- An end of unit quiz which takes place at the end of each term. This assess pupils on the essential knowledge and skills that have been covered.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Assessments are recorded on a word document. Teachers assess whether children have achieved age related expectations, working towards them or working within the greater depth standard. This is completed at the end of each unit.
- Knowledge organisers are to be also used as an assessment tool.

Planning and Resources

Geography resources are stored centrally in the Resource Area and are organised into Geography areas of learning, which are clearly labelled. The library contains a supply of geography themed books to support children's individual research. Children are encouraged to use ICT resources, remotely enabling parents to become involved in their child's learning.

A document with the essential knowledge and skills is stored electronically for all staff to access. Class teachers use that, along with the National Curriculum, to create a medium term plan for each unit of work. The subject leader has identified the key knowledge and vocabulary that is being taught, and these are recorded on the 'Geography – Key Knowledge Organisers' Document. These are displayed on project displays (A3) and copy to be stuck in children's books at the beginning of the unit of work. Cross curricular outcomes are also identified prior to teaching and these are evidenced through outcomes of work, as well as being stated explicitly in medium term planning.

EYFS

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed according to the Development Matters Attainment Targets.

KS1 and KS2

During Key Stage 1 pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places

and environments, and use geographical skills and resources such as maps and photographs. During Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their local area. 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. Children will develop their locational knowledge; they will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. They will also develop a greater understanding of place by comparing the 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.

In addition to developing children's locational and place knowledge, they will have the opportunity to learn about human and physical geography. During this study, they will 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. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops).

Children will develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

During Key Stage 2 Pupils extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They extend their **locational knowledge** when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

They will build on their **understanding of place** by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.

As in Key Stage 1, the specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In Key stage 2 **human and physical geography** knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water).

Children will continue to develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also 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.

In both key stage 1 and 2 project lessons begin with a **warm up session**. The purpose of this session is to embed knowledge and vocabulary. This is an opportunity to develop and embed **locational knowledge, geographical skills** using maps, atlases and globes. Vocabulary related to physical and human features can be developed in these short sharp sessions.

Displays

Each class is responsible for a display board along the main corridor. At the end of each term displays are to be updated to reflect the current terms learning. At some point throughout the year, the display will showcase the class's geography learning.

Each class will have a geography working wall or area. The unit question and key knowledge organiser must be displayed. Vocabulary must also be displayed (big, clear and obvious) this can be used during retrieval practice. The working wall is to be added to during the unit.

Equal Opportunities

At Dallam Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of geography
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SMT
- To monitor planning and oversee the teaching of geography
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the geography curriculum take account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum
- To ensure that approaches are informed by and in line with current identified good practice and National Curriculum.

Impact

Outcomes in geography books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge and skills. Children review their successes in achieving the lesson objectives at the end of sessions, this can be recorded or verbalised and shared with peers and staff. Children complete an end of unit quiz that allows them to consolidate and remember their learning as well as informing the teacher. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.