



Naunton Park Primary School

Geography Policy

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1.0 Introduction and aims

This policy is designed to layout the way that Geography is taught at Naunton Park Primary School. Geography teaches an understanding of places and environments. 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. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

1.1 The aims of geography are to:

- Understand that Geography helps us to make sense of the fast-changing world in which we live.
- Unravel the mystery of people(s), place(s) and environment(s).
- Gain a sense of place, belonging, identity, purpose, awe and wonder, commitment etc.
- Investigate people(s), place(s) and the interactions between the two.
- Investigate interconnectivity and interdependence.
- Investigate the processes that shape our world – both physical and human.
- Investigate patterns – both physical and human – both spatial and reoccurring.
- Understand environmental perceptions, change, stewardship and sustainable futures at a local, regional and global level
- Use a range of geographical skills, including how to use, draw and interpret maps.
- Develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

1.2 Our vision for Geography:

We aim to provide a rich, quality enquiry-based geography curriculum that allows children to:

- Develop a love of learning through inspiring a curiosity and fascination about the world we live in and encourage a sense of responsibility and respect.
- Experience and appreciate their local area whilst developing their locational knowledge of their surroundings and their place in the world.
- Be proud of their heritage and to value other cultures.
- Gain a deeper understanding of different parts of the world that they may not have experienced.
- Become responsible citizens, understanding the importance of sustainability, being eco-friendly and aware of factors that are impacting our environment.
- Become educated and up to date with current issues around the world with regards to geography.

At Naunton Park Primary School, it is our intention that Geography is taught through an enquiry based termly piece of work, as part of a whole school approach to teaching and learning. This enables teachers to provide a leaner curriculum with more opportunity for children to go deeper with their thinking and learning. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs, and digital mapping to name and identify countries, continents, and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about

geography by gaining this deep knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

1.3 The context

Our learning is designed to be relevant to our children's lives and needs whilst making sure all National Curriculum objectives are taught. Therefore, geographical skills are developed, enhanced, and applied in a thematic context, not in isolation, using issues that are topical and often emotive. We further make the learning of geography engaging by linking the leading questions to a range of relevant children's literature, non-fiction texts and range of age-appropriate maps and atlases.

Geography is an enquiry led subject that seeks answers to fundamental questions such as:

- Where is this place?
- What is it like and why?
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

Therefore, enquiry-lead learning provides many opportunities for children to answer these questions. Pupils can then further discuss or debate questions at the end of their unit to demonstrate their understanding.

Using Naunton Park Primary school's locality, it is also a unique and rich resource for geographical enquiry. Its location means it is accessible for a range of fieldwork experiences and helps pupils to develop their sense of place so that they form a deeper connection with the world we live.

1.4 Impact

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

We measure the impact of our curriculum through the following methods using a monitoring cycle of:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught (Never heard the word grid).
- Book looks to see children's learning demonstrated through their written work, answers and end of topic quizzes to prove the learning, and to show whether the children are secure in their knowledge.
- Demonstration of children's learning through discussion, debate and what they have produced across a range of their books.
- Displays around the school showing experiences, visits or pieces of work from their recent unit
- Interviewing the pupils about their learning of geography (pupil voice – carried out in Term 4 by SLT & RW).
- Observations and discussions involving colleagues to monitor how the leading questions are enabling children to learn and deepen their understanding of geography.

2.0 Role of the Subject Lead

The role of the geography subject leader is to provide professional leadership and management to secure high-quality teaching, effective use of resources, and improved standards of learning and achievement for all pupils. The nature of geography also means that the subject leader can help direct and deliver whole-school initiatives such as encouraging curiosity, enthusiasm, instilling personal attributes and encouraging globally-minded pupils.

The subject leader is responsible for the implementation of the geography policy across the school. Their role is to:

- Complete an audit of teacher expertise and identification of professional development needs.
- Offer help and support to all members of staff (including teaching partners) in their teaching, planning and assessment of geography.
- Provide colleagues opportunities to observe good practice in the teaching of geography.
- Maintain and provide a range of high quality resources such as apps, websites, software, printed resources and technological devices.
- Monitor classroom teaching or planning following the schools monitoring programme
- Monitor the children's progression, looking at examples of work from a range of children to know how geography supports and enhances pupils' learning and behaviour
- Manage the budget.
- Take part in CPD to keep up to date with the latest curriculum changes and inform staff.
- Lead staff training on new initiatives.
- Attend appropriate in-service training.
- Have enthusiasm for geography and encourage staff to share this enthusiasm.
- Keep parents and governors informed on the teaching and learning of geography in the school.
- Liaise with all members of staff on how to reach and improve on agreed targets.
- Sharing good practice with other schools (subject cluster meetings, primary geography network meetings).
- Help staff to use assessment to inform future planning.

The subject leader also needs to think about:

- What are the strengths, weaknesses, opportunities, and constraints concerning geography in our school?
- Can we fulfil our vision for geography with our current provision in terms of staffing and resources, curriculum coverage, planning and schemes of work, and assessment of levels of attainment, achievement, and engagement?

3.0 Geography in the Early Curriculum

The Early Challenge Curriculum is delivered to pupils in EYFS and encompasses the EYFS Statutory Framework. Knowledge and Understanding of the World has three elements in the EYFS curriculum; Past and Present, People, Culture and Communities and The Natural World. We teach these elements in the Early Challenge Curriculum and use lead texts to inspire activities, open ended tasks, discussions and forums for children to share their knowledge. Using rich texts, the teacher make links to any key interests and motivations the cohort has, such as animals and will use the books as a key stimulus to teach children about the climate, key places, cultures and features. New geographical vocabulary will be introduced, explained, and developed.

Pupils in EYFS are very much encouraged to take on the role of a geographer. Exploring, discovering, and beginning to make sense of the world around them is an important consideration when planning for the seven areas of inter-connected learning and development

that make up the EYFS framework. In particular, the area entitled 'Understanding the World' presents the opportunity for pupils to reflect on the events and routines that they and their peers experience. They are given the opportunity to formulate questions to investigate the similarities and differences that exist and be encouraged to discuss these with interest and sensitivity. Through role-play the children can learn experientially about the different environments that different professions operate in and explain why some things happen the way they do in both the physical and human world.

As children enter Year 1 the foundations of Understanding of the World are built upon and there is a smooth transition for children to start learning geography from the 2014 National Curriculum because the principles from the Early Curriculum are applied. For example, knowledge on continents is revisited and then further built upon by focusing on the United Kingdom in more depth using key literature. It is also important to ensure children can name, locate, and identify the 4 countries and capital cities of the United Kingdom and understand the differences between a city and the country.

4.0 Assessment

We assess the children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work and following the quiz questions linked to our leading question, we make a summary judgement of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit. We use these to plan future work, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

The geography subject leader keeps samples of the children's work. Class teachers keep the children's geography work in topic books.

Appendix A – The National Curriculum

The National Curriculum requirements are that, by the end of Key Stage 1 our children will

learn to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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

By the end of Key Stage 2 our children will 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 in 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 8 points of a compass, 4- and 6-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

Appendix B – Geography in our curriculum at Naunton Park

| Geography in our Curriculum | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Term 1 and 2 Leading question – History Focus | Why did the dinosaurs die out? | Why was Windrush a significant part of British History? | What happened when nomadic people Settled? SA-IA | Why did the Mayans settle in the Yucatan Peninsula? | How did Roman culture shape Great Britain? | Why was World War II a significant turning point in History? |
| Geography NC | name and locate the world's seven continents and five oceans | 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 | locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | human geography, including: types of settlement and land use, | locate the world's countries, using maps to focus on Europe |
| Geography TERM 3 and 4 Leading Question | What are the main features of Cheltenham Town? | How does life in Ghana differ to life in Cheltenham? | What are the environmental threats to life in the Caribbean? | What are the long-term effects of water pollution for our planet? | To what extent has human activity affected our biomes? | Are extremes becoming more extremes? |
| Geography NC | *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom | *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. | * locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on | physical geography, including and the water cycle locate the world's countries, using maps to focus on Europe (including the | Physical geography, including: climate zones, biomes and vegetation belts human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied identify the position and significance |

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| | <p>m, and of a small area in a contrasting non-European country.</p> <p>*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</p> <p>*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</p> | <p>*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</p> <p>*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</p> | <p>their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>* use maps, atlases, globes and digital/ describe features studied</p> <p>*human geography, including: types of activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>* name and locate the world's seven continents and five oceans</p> <p>*identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</p> | <p>location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketches, maps, plans and graphs, and digital technology</p> | <p>resources including energy, food, minerals and water</p> <p>♣ 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</p> | <p>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) 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</p> |
| Term 6 Leading question | How have our homes changed over time? | How did British Explorers shape our knowledge of the world? | What makes a great Civilisation? Egyptian | Is Democracy the Ancient Greeks' Greatest Legacy? | Does invasion lead to victory? | Local History Study |
| Geography NC | ♣ identify seasonal and daily weather patterns in | name and locate the world's seven continents and five oceans | Locate Africa as a continent to explore the use of the Nile and the | human geography, including: types of settlement and land | name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical | ♣ use simple compass directions (North, South, East |

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| | <p>the United Kingdom</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> | | <p>land around it.</p> <p>Not NC but part of our Curriculum.</p> | <p>use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>ID Europe as a continent and countries</p> | <p>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</p> | <p>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</p> <p>Geography – key stages 1 and 2 3 ♣ 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</p> |
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