Charles Saer Community Primary School

Geography Policy

Intent

The Geography curriculum at Charles Saer Community Primary School is designed to give all children an in-depth understanding of the world around them and the way in which people and places are connected across the globe. It is underpinned by a desire to inspire in children a curiosity and fascination about the world that will remain with them throughout their lives.

At Charles Saer Community Primary School, children develop greater understanding and knowledge of the world, as well as their place in it. We aim to provide children with opportunities to investigate and make enquiries about their local area so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. This allows children to grow up being proud of their community. We are keen for our children to develop their language skills in all areas of the curriculum and we work hard to narrow the vocabulary gap. Geography-specific vocabulary is taught in all phases and is revisited and revised as children move through the school. Our curriculum equips children with geographical skills and allows them to develop their knowledge and cultural understanding through the study of diverse places, people, resources and natural and human environments. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures and develop tolerance for others from an early age.

Geography is an investigative subject and so we actively encourage children to ask their own questions and discover the answers to these through exploration and research. Our curriculum is designed to provide our children with an understanding of the world around them and is enhanced through first-hand experiences. Fieldwork is an essential part of the Geography curriculum and allows the children to explore different habitats in ways they may not have experienced before. It gives them the opportunity to make discoveries for themselves and create lasting memories. It also allows them to work collaboratively and develop important skills such as cooperation and resilience that they can apply, not only in the classroom, but also in their everyday lives. This practical component of the curriculum develops children's independence in their learning, helping set them up to become lifelong learners.

Implementation

In order to foster children's curiosity about the world, interest and creativity, we are enthusiastic about Geography and encourage children to explore and ask questions. We take a creative approach to delivering our curriculum and Geography is taught as part of topic lessons in a two-year cycle. The lessons are based on the 2014 Primary National Curriculum and teaching follows our progression documents to ensure all knowledge and skills are covered and are progressive throughout the school.

Curriculum map

At Charles Saer Community Primary School, we have mixed age classes, so we have developed a two-year cycle to ensure full coverage across the school.

Cycle A	2019/2020					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Memory Box	Paws, Claws and Whiskers Polar regions	Dinosaurs	Land Ahoy!	Scented Garden	Rio Da Vida
Year 3/4	Predators	Gods and Mortals Ancient and modern day Greece; Geographical features; Using maps	Scrumdiddlyumptious Food miles and fair trade	Tribal Tales Human and physical geography; Using maps and aerial images	Heroes and Villains	Urban Pioneers Local fieldwork
Year 5/6	Beast Creator	A Child's War Europe	Hola Mexico Fair Trade resources; Digital Mapping; Region in South America	Stargazers	Allotment	Pharaohs Settlement and land use
Cycle B	**2020/2021**					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Enchanted Woodland	Bright Lights, Big City (Geography)	Moon Zoom	Towers, Tunnels and Turrets	Wriggle and Crawl	Muck, Mess and Mixtures
Year 3/4	Burps, bottoms and bile	I am warrior! Comparing UK and Italy; Using maps; Locational knowledge	Tremors (Geography) Volcanoes and earthquakes	Potions	Road Trip USA (Geography) Using world and US maps; Human and physical geography.	Traders and Raiders Using maps; Settlements; Europe
Year 5/6	Off With Her Head	Frozen Kingdom Climate zones; Vegetation; Tropics	Revolution Growth of a city (UK)	Alchemy Island Map making	Gallery Rebels	Time Traveller

Progression of skills

The following document shows the progression of skills and knowledge to be covered in Geography throughout the school. It has been designed to ensure children build on previous knowledge and skills and are suitably challenged in all areas of the Geography curriculum.

	EYFS	National Curriculum	Year 1/2	National Curriculum	Year 3/4	Year 5/6
Locational Knowledge		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.	Know the names of the four countries that make up the UK. Name the three main seas that surround the UK. Know the names of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. Identify basic characteristics of the four countries. Know the names of and locate the seven continents of the world. Know the names of and locate the five oceans of the world.	Locate the world's countries using maps (focus on Europe – Russia and North and South America). Concentrate on 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. 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).	Know the names of and locate some European countries (covering Northern and Southern Hemisphere). Understand and relate the terms continent, country, state and city. Know the names of and locate some capital cities in Europe. Identify states in the USA using a map. Describe where the UK is and locate where we live in the UK using locational terminology (north, south, east, west). Know the names of and locate nearby counties and cities. Know, name and locate the main mountain ranges in the UK. Know, name and locate the main rivers in the UK. Describe some human and physical characteristics of the UK. Know where the equator is on a world map and use the	Locate cities, countries and regions of North and South America. Describe key physical and human characteristics, and environmental regions of North and South America. Compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America. Locate and describe several physical environments in the UK (e.g. coastal and mountain environments) and how they change over time. Locate the UK's major urban areas and know some of their characteristics. Recognise broad land-use patterns of the UK. Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and

					terms Northern and Southern Hemisphere. Know where the Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know what is meant by the term 'tropics'.	relate this to their time zone, climate, seasons and vegetation.
Place Knowledge	Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Look closely at similarities, differences, patterns and change. Know about similarities and differences in relation to places, objects, materials and living things. Talk about features of their own immediate environment and how environments might vary from one another. Develop an understanding of growth, decay and changes over time.	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.	Describe the local area in terms of its physical and human geography. Know the main differences between a place in England (local area) and a place in a non-European country. Know features of hot and cold places in the world.	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.	Understand the physical and human geography of the UK and explain why some regions are different to others. Describe and compare similarities and differences between a region in the UK and a region in a European country. Describe and compare similarities and differences between a region in the UK and a region in North America.	Describe and compare similarities and differences between the UK and a country in either North or South America. (E.g. physical environment, climate and economic activity). Understand how a region has changed over time and how it is different from another region. Understand how a region's human and physical environment are connected.
Human and Physical Geography	Talk about some of the things they have observed, such as plants, animals, natural and found objects.	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: *beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to: *city, town, village, factory, farm, house, office, port, harbour and shop.	Discuss day-to-day weather patterns. Know which is the hottest and coldest season in the UK. Know and recognise main weather symbols. Know which continents have significant hot or cold areas and relate these to the Poles and Equator. Recognise a natural environment and describe it using key vocabulary. Identify the following physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, island, valley, Know the main differences between a city, town and village. Explain some of the advantages and disadvantages of living in a city or village.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Describe and understand key aspects of 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.	Identify and locate physical features on maps. Use simple geographical vocabulary to describe significant physical features and how they change. Understand how physical processes can cause hazards to people (e.g. know about earthquakes and what causes them). Label the different parts of a volcano. Know and label the main features of a river. Explain the features of the water cycle. Know and locate tropical, temperate and polar climate zones and describe their characteristics. Identify and sequence a range of settlement sizes from a village to a city. Describe characteristics of settlements with different functions – e.g. coastal towns. Describe main land uses within urban areas and identify key characteristics of rural areas.	Describe what the climate of a region is like and how plants and animals are adapted to it. Describe and understand a range of key physical processes and the resulting landscape features. Understand how a mountain region was formed. Understand hazards from physical environments (e.g. avalanches in mountain regions). Know the features of a specific biome. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand how human activity is influenced by climate and weather. Understand how climate and vegetation are connected in biomes. Understand how food production is influenced by climate. Understand what life is like in a range of settlement sizes. Understand the

						products we use are imported as well as locally produced. (Know why industrial areas and ports are important.) Explain how the types of industry in the area have changed over time. Understand where our energy and natural resources come from.
Geographical Skills and Fieldwork		Use world maps, atlases and globes. Use aerial photos and construct simple maps. Use simple compass directions.	Locate the UK on a map/atlas. Locate the seven continents and five oceans on a map, atlas or globe. Locate the four countries and capital cities of the UK on a map/atlas. Draw a simple map. Use aerial photos to identify physical and human features of the local area. Draw a simple map with a basic key of places showing landmarks. Know which is N, E, S and W on a compass. Know and use the	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 a map or atlas to locate European countries and capitals. Use maps and globes to locate the equator, the tropics of Cancer and Capricorn and the Greenwich Meridian. Use a map to locate some states of the USA. Know and name the eight points of a compass. Use a simple letter and number grid. Use four-figure grid references. Give direction instructions up to eight compass points. Use large-scale maps outside. (E.g. follow a local river downstream on an OS map. Identify human	Use maps and globes to locate countries and capitals in North and South America. Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. Use Google Earth to locate a country or place of interest and to follow the journey of rivers etc. Use thematic maps for specific purposes. (E.g. look at population density or climate zones) Use four-figure grid references. Describe height and slope from a map. Read and compare map scales. Know what most of
		Undertake simple fieldwork within school locality.	terminologies: left and right, below and next to. Describe a journey on a map of the local area using locational and directional language. Know about the local area and name key landmarks. (In local area or school grounds.)	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.	and physical features along the river's course and record these with grid references.) Make a simple sketch map. Make a map of a short route with features in the correct order and in the correct places. Make a simple scale plan of a room. Carry out fieldwork in the local area. Present information gathered in fieldwork. (E.g. using a simple graph.) Use digital maps to identify familiar places. Use the zoom function of a digital map to locate places.	the ordnance survey symbols stand for. Know how to use six-figure grid references. Make sketch maps of an area using symbols, a key and a scale. Plan and carry out a fieldwork investigation in the local area. Present information gathered in fieldwork. (E.g. using a range of graphs.) Use digital maps to investigate features of an area. Use digital maps to research factual information about features.

Geographical Enquiry

	EYFS	Year 1/2	Year 3/4	Year 5/6
	Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Talk about why things happen and how things work.	Ask and respond to simple closed questions. Investigate their surroundings. Make observations about where things are, e.g. within school or local area. Ask simple geographical questions such as: where is this place? What is it like to live in this place? Make appropriate observations about why things happen. Make simple comparisons between places.	Begin to ask/initiate geographical questions. (E.g. Where is this location? What do you think about it? What is this landscape like? What will it be like in the future?) Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions (e.g. make comparisons between two locations using photos/pictures/maps). Ask and respond to questions and offer their own ideas. Comment on findings.	Begin to suggest questions for investigating. (E.g. what is this landscape like? How has it changed? What made it change? How is it changing? What patterns can you see/how has the pattern changed?) Investigate places with more emphasis on the larger scale; contrasting and distant places. Analyse evidence and draw conclusions (e.g. compare historical maps – influence on people/everyday life). Look at patterns and explain reasons behind them.

Global Citizenship Awareness

	EYFS	Year 1/2	Year 3/4	Year 5/6
	Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions. Show care and concern for living things and the environment. Show interest in different ways of life.	**Develop an awareness of:** the similarities and differences between people, the wider world and the links between different places and our impact on the environment. **Develop the ability to**: look at different viewpoints, have an enquiring mind and begin to identify unfairness and empathise with others. **Develop:** pride in individuality, an interest in and concern for	**Develop an awareness of:** fairness between groups, causes and effects of inequality, the contribution of different cultures, values and beliefs to our lives, trade between countries, fair trade, the relationship between people and the environment, finite resources and our potential to change things. **Develop the ability to:** assess different viewpoints, find and	**Develop an awareness of:** fairness between groups, causes and effects of inequality, the contribution of different cultures, values and beliefs to our lives, the nature of prejudice and ways to combat it, trade between countries, fair trade, the relationship between people and the environment, finite resources, our potential to change things, the causes and
		others, a concern for the wider environment, an awareness that our actions have consequences and a willingness to cooperate and participate.	select evidence, present a reasoned case, recognise and start to challenge unfairness, make choices recognising their consequences, accept and act on group decisions and compromise. **Develop:** a sense of importance of individual worth, empathy towards others locally and globally, a growing interest in world events, a growing respect for difference and diversity, a sense of responsibility for the environment and the use of resources and a belief that things can be better and that individuals can make a difference.	impacts of conflict and strategies for tackling and preventing conflict. **Develop the ability to**: detect bias, opinion and stereotypes, assess different viewpoints, find and select evidence, present a reasoned case, recognise and start to challenge unfairness, make choices recognising their consequences, accept and act on group decisions and compromise. **Develop:** a sense of importance of individual worth, empathy towards others locally and globally, a growing interest in world events, a growing respect for difference and diversity, a sense of responsibility for the environment and the use of resources and a belief that things can be better and that individuals can make a difference.

Themed days

At Charles Saer Community Primary School, we teach Geography creatively through the Curriculum Maestro units. Geography may be taught as the focus of the topic or as a cross-curricular link. Topics are introduced to the class with a 'WOW' experience to hook the children and engage them in their learning. This could involve a visit to a local area or inviting visitors into the school. Some topics are weighted more heavily towards Geography, meaning children will cover many of the skills during this time. Other topics may touch on Geography as a cross-curricular link and may involve children revisiting and applying previous learning. It is expected that all knowledge and skills will be covered over the course of the two-year cycle. Geography is threaded into the teaching of different subjects to enhance our children's understanding and knowledge of the world. For example, we host a Languages Day once a year in which children across the school learn about a different country, increasing their breadth of knowledge. Teachers choose which country to study based on their class's needs and interests, making the learning relevant and exciting to the children.

Assessment

Children demonstrate their ability for Geography in a range of different ways and we try to take these into account when assessing their learning. As suggested by the Geographical Association, it is important that children DO Geography, rather than listen to it, by being engaged in practical activities in and beyond the classroom. Therefore, a formal, summative assessment is not always appropriate. Instead, teachers engage in continuous formative assessments during Geography lessons. This may involve listening to pupils' discussions as they carry out a practical activity, observing and questioning pupils as they work and looking at and discussing their written, pictorial and graphical work. On completion of a piece of work, the teacher marks the work and comments as necessary. These assessments help teachers plan lessons accordingly and ensure all children are given the opportunities to make progress with their geographical knowledge and thinking. This knowledge is then collated throughout the year by class teachers and helps inform their judgement of whether a child is working at, above or below the expected level for their age by the end of each academic year. The Rising Stars Progression Frameworks are available to support teachers' own professional judgements with this for Key Stages One and Two. Attainment is reported to parents through parents' evenings and end of year reports and is passed on to the subsequent teachers in the form of an assessment grid.

Curriculum

EYFS
Geography is delivered through the Understanding the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. We relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five.

Key Stage One (National Curriculum 2014)
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.

Pupils should be taught 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.

Key Stage Two (National Curriculum 2014)

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

Pupils should be taught 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.

Teaching and Learning

When teaching Geography at Charles Saer Community Primary School, we want children to be engaged, motivated and keen to find out more. A variety of teaching approaches are used to enable this and to help develop our children's ability to think as geographers. This includes whole-class teaching, problem solving tasks and research activities. Children may work in small groups together and we actively encourage them to ask as well as answer geographical questions. Where possible, Geography is taught through practical, hands-on activities but children also use appropriate data and information sources such as maps, photographs, videos and websites to support their learning. Children take part in fieldwork within the local area to give them first-hand experiences and make the learning relevant to them. This is an important part of the Geography curriculum and allows children to develop their geographical skills whilst also practising using geography-specific vocabulary.

Special needs provision

At Charles Saer Community Primary School, we recognise the fact that children have widely different geographical abilities and so we strive to provide suitable learning opportunities for all children, including those with additional needs. We look at a range of factors including classroom organisation, teaching materials, teaching style and differentiation of tasks in order to help these children learn more effectively. We aim to match the task to the ability of the child through setting open-ended tasks, setting different tasks for different ability groups, providing appropriate resources to scaffold children's learning and using classroom assistants to support the work of individual children or groups of children.

Equal opportunities

It is the responsibility of all teachers at Charles Saer Community Primary School to ensure that all children are given full access to the Geography curriculum, irrespective of ability, race, gender, age, faith, disability or social circumstances. Work is adapted to meet the needs of the pupils where appropriate, to ensure that all pupils are suitably challenged and can make the greatest possible progress.

Health and safety

Visits and fieldwork are an integral part of the Geography curriculum, helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, therefore any visit should be well-organised and provide a stimulating and valuable experience. The class teacher should plan the visit in detail, with the pupils' safety and welfare at the forefront of their mind. A risk assessment should be carried out for each visit and all staff involved to be given a copy of this.

British Values and SMSC

We offer children in our school opportunities to examine some of the fundamental questions in life through Geography teaching. For example, discussing the changing landscape and environmental issues (both in lessons and in our Eco Club) leads children to ask questions about the evolution of the planet. We also encourage children to reflect on the impact of mankind on our world. One of the most important values Geography can teach is tolerance for others. Through teaching about contrasting localities, we enable the children to learn about possible inequalities and injustices in the world. We help them to develop their knowledge and understanding of different cultures (which they may not have experienced before) so that they learn to avoid stereotyping other people and instead appreciate people's differences. Geography teaching can also contribute to children's moral development by raising ethical dilemmas and issues that can be discussed as a class.

Links with PSHE

Geography can inspire pupils to develop their concept of themselves as a global citizen and recognise a range of social issues, outside of their own experiences. The children become aware of matters of concern around the world and can act on these in their own way. They learn about the impact an individual or group of individuals can make on the world and may think about their own behaviour in relation to this. Geography also promotes discussions and debates, giving children the chance to express their views and listen to others. Geography promotes the concept of positive citizenship and can influence the development of the whole child.

Homework

Parents and carers are involved with supporting their children with topic-based homework throughout the year. Geography homework tasks are well-communicated and have a clear purpose, often providing children with the means to research and explore a topic to support and enhance their classroom work. At the end of each topic, children display their work and parents are invited in to celebrate their achievements.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the Geography subject leader. The work of the Geography 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.

Phoebe O'Cleirigh
Geography Co-ordinator
Next review date: