

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Geography Policy

From the National Curriculum for England & Wales 2014 (updated 2021)

Purpose of study

We aim to provide a high-quality geography education that will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

Prior to beginning EYFS, children should have begun to understand the world by:

- Using all their senses in hands-on exploration of natural materials.
- Beginning to understand the need to respect and care for the natural environment and all living things.
- Knowing that there are different countries in the world and talking about the differences they have experienced or seen in photos.

EYFS

In EYFS, we aim to enable and encourage the children to become familiar with the world around them and we will deliver challenges that will allow children to:

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

To meet their Early Learning Goals (ELGs), children will begin to further their understanding of the world by looking at people, culture, communities by:

- Describing their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explaining some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Furthermore, children will look closely at the natural world and by the end of Reception, they will:

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

Key stage 1

Key stage 1 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 Geography.
- 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 2

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.

At Hollins Grundy

At Hollins Grundy, we support the aims of the national curriculum and value and promote geography to all of our children from EYFS through to Key Stage 2. The teaching we deliver supports the aims of the national curriculum and values and promotes geography to all of our children. The principal way we deliver the key geographical skills and content the children are required to know is through the 'Learning Challenge' curriculum using materials from Focus Education.

EYFS

In EYFS, children focus on two different topics per half term. Focused sessions and learning opportunities enable children to develop key geographical skills such as beginning to use maps, recognising similarities and differences between places and locations. In addition, the children have access to carefully structured continuous provision that allows them to expand on their learning further and enhance the teaching/learning that takes places in focused teaching sessions.

Key Stages 1 & 2

At Hollins Grundy, we deliver Geography through the Learning Challenge curriculum using some materials from Focus Education. Each unit is based on a question that is explored as the unit progresses.

Each half term, children work on 2 learning challenge topics, one of which is History or Geography based. Topics for the year are outlined on a long term plan for each year group. The topics are based on a question which the children will find the answer to as they work on the topic.

Each topic is broken down further into individual lessons that enable children to explore the topic in-depth. These questions aim to engage and interest the children in the topic. Each topic has clear objectives linked to the new national curriculum.

Topics also include an end of unit application activity where children can demonstrate what they have learnt for example, through an assembly, presentation, report etc. This provides the children with a purpose to their learning as well as providing assessment opportunities.

Where possible staff try to plan for trips, visits or invite visitors to school to enhance children's learning in learning challenge work providing more of a context and engage them more actively in their learning.

Learning Challenge schemes of work and resources can be found in school and on the Focus website.

UNICEF Rights Respecting School Currently discontinued following COVID-19 closure.

Hollins Grundy is working towards becoming a Rights Respecting School through implementing a school wide recognition and understanding on the United Nations Convention of the Rights of the Child (CRC). We aim for the children to recognise and develop their understanding of their rights and for all school staff to recognise their roles as 'duty bearers' in promoting the CRC and ensuring that all children's rights are met. We aim for our children to become responsible citizens, adopting the mantra 'Rights + Respect = Responsible citizenship'.

We believe Geography plays a key role in developing the children's ability to become global citizens through the study of other countries and societies. As the children develop their contextual understanding, we aim to develop their understanding of how basic children's rights are not accessible due to a variety of factors including human characteristics and processes such as economic activity, trade links and the distribution of natural resources as well as physical features such as volcanoes, earthquakes and climate zones and the impact these physical features can have on children and their rights.

This will not change our curriculum intent but will instead enhance it and further develop the children as responsible global citizens, with a clear understanding of the CRC and what can be done to allow children to access their rights globally.

Assessment

Staff use pre and post assessment tasks from the Focus materials to help them plan lessons at the beginning of a learning challenge topic and assess learning at the end of a topic.

Objectives are clearly stated for each unit in every year group in the Curriculum Intent Grid (CIG) for Geography. These objectives are linked clearly with the activities and opportunities for learning in the Learning challenge curriculum.

Children's progress is recorded on Target Tracker termly.