



# **Geography Policy**

**Implementation: Autumn 2024**

**Review: Autumn 2025**

## Curriculum Rationale

### **We have the following goals in all curriculum areas:**

**S****uccess** – We celebrate individuality, and the success that each child has, and we recognise that this will take a variety of forms.

**M****otivation** – We aim for all of our children to be motivated young people who have a desire to do their best and try their hardest.

**C****onfidence** – We provide a nurturing environment where all our pupils develop confidence in themselves to be successful members of their community.

**A****spiration** - We are aspirational for our children, providing a curriculum that ensures each learner has the opportunity to reach their true potential.

These aims are achieved by adhering to the following learning motto:

### **IGNITE – EXCITE – ENGAGE**

*We aim to:*

**Ignite** a passion for learning and the curiosity to explore the world.

**Excite** pupils with a curriculum that is fun, and which contains a wealth of rich experiences

**Engage** all learners and members of the community.

## **1.) Intent:**

The aim of our Geography curriculum is to inspire in our pupils a curiosity and fascination about the world and its people. Teaching should therefore equip pupils with knowledge about:

- Places
- People
- Resources
- Environments (natural and human)
- 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.

## **2.) Implementation:**

**In the design and teaching of our Geography curriculum, we follow the recommendations of the National Curriculum. Accordingly, the following skills are taught:**

### **(a.) Key stage 1**

Pupils are taught to develop knowledge about the world, the United Kingdom and their locality. They are taught basic subject-specific vocabulary relating to human and physical geography and they begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

**Specific Geography skills that are taught include:**

#### **i.) 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

#### **ii.) 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

### **iii.) 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

### **iv.) 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.

## **b.) Key Stage 2:**

Pupils are taught to extend their knowledge and understanding beyond the local area to include the **United Kingdom and Europe, North and South America**. This includes the location and characteristics of a range of the world's most significant human and physical features. Pupils should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### **Specific Geography skills that are taught include:**

#### **i.) 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)

## **ii.) 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

## **iii.) 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

## **iv.) 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.

## **3.) Impact**

**The impact of our Geography curriculum is measured in a variety of ways:**

- Questioning during lesson time
- Marking children's written work
- Listening to child-led discussion
- Interviewing pupils across the school about their learning
- Looking at pupils' work and using images/videos of children's practical learning

**By end of the Geography curriculum at SMCA, our children will:**

- Have a growing knowledge of the world and their place in it.
- Have a wider vocabulary of geographical terms
- Aspire to discover more about the world, through reading, travel or the media
- Know that they can use their voice to express themselves and their opinions
- Develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry