



Haydon Wick Primary School

Geography

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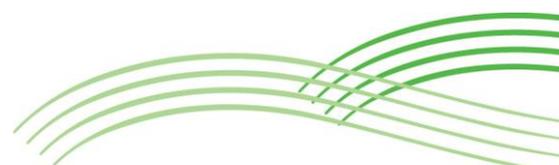
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This document is a statement of the aims and strategies for the teaching and learning of geography at Haydon Wick School.

'A high-quality geography education should 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 should equip 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.'
-The National Curriculum

At Haydon Wick, we believe that:

Geography teaches an understanding of places and environment. Through their work in geography, children learn about their local area and compare their life with that in other regions of the UK and in the rest of the world. Through their growing knowledge and understanding of human geography children gain an appreciation of life in other cultures. Geography teaching motivates children to find out about the physical world and enables them to recognise the importance of looking after our world for the future.

Aims

To implement and ensure coverage of Key Stage 1 and Key Stage 2 of the Geography programmes of study (Department for Education).

To ensure that all pupils:

- ♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ♣ are competent in the geographical skills needed to:
 - ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Teaching and learning

Objectives of the Geography Curriculum:

Children will be taught a range of knowledge of skills in both Key stage 1 and Key stage 2.

Both key stages will focus on Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork.

In EYFS:

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

In Key Stage 1:

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

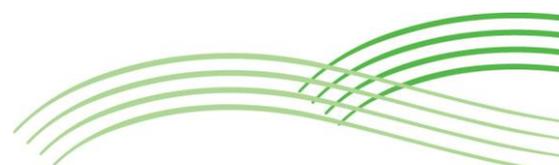
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

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

In Key Stage 2:

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)

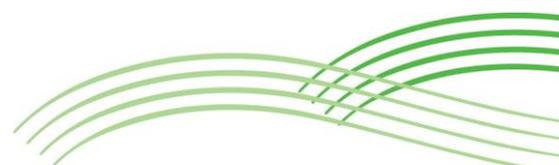
Place knowledge

- 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.

Geography will be taught as a class or group activity by the children's teacher.

The teaching of history will take place weekly but it may alternate termly with history teaching, depending on the topics being taught.

Where appropriate we teach geography in a cross curricular approach, for example;

Computing - children use IT in geography to enhance their skills in data handling and presenting written work. They research information through the internet. Teachers use interactive whiteboards and Ipads to enhance learning in geography lessons.

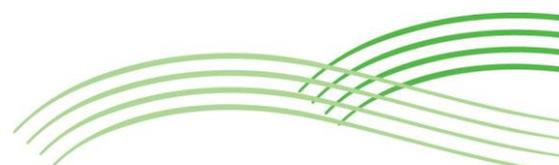
English- geography teaching promotes the skills of reading, writing speaking and listening. For example in key stage 1 books are widely used in literacy lessons to develop children's knowledge of other countries and cultures. At key stage 2 children debate and discuss the lives of people in other countries developing their speaking and listening skills.

Maths- we teach children how to represent objects with maps. They learn how to use four and six grid references. They use graphs to explore, analyse and illustrate a variety of data.

Our medium term planning is on a two year rotation cycle as we have mixed age classes. In this way we ensure that children have complete coverage of the national curriculum but do not repeat topics. However, there may be occasions when it will be necessary to use a subject led mini topic for some aspects of the geography curriculum.

Resources

We are continually reviewing our resources in school to make sure we are able to teach geography successfully. We keep these resources in a central area, where there is a labelled



box of equipment for each topic area. We have a variety of atlases and teacher resources books to aid the teaching of geography skills.

Assessment

Children will be assessed by teachers throughout the Key Stages.

We assess the children's work in geography by making informal judgements as we observe children during lessons.

During 'pupil voice' sessions, the geography lead talks to children from across the school to assess the impact of history teaching. Pieces of work from a range of abilities are considered and discussed.

In EYFS, Class teachers keep the children's geography work in their Learning folders and in other year groups, the children work is completed in geography books.

Special Needs

We teach geography to all children whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced curriculum to all children.

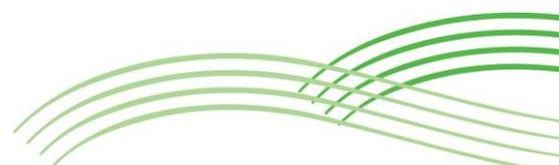
Those children who are recognised as having special educational needs will follow similar programmes of study as their peers. However, the work, if necessary will be differentiated to meet individual children's needs.

Equal Opportunity

Equal opportunity will be extended to all pupils. All pupils have the opportunity to learn geography.

Health and Safety

We recognise the importance of close supervision of the children during activities undertaken outside the classroom. Risk assessments are completed before trips and visits. We invite parents and educational support assistants to help the class teacher ensure the safety of the children on such occasions.



Monitoring and Review

At the end of each academic year, this policy will be discussed and if necessary revised in the light of any changes made locally and nationally.

The geography subject co-ordinator is responsible for monitoring the standard of children's work in geography. They are responsible for supporting colleagues in the teaching of geography.

