

Holy Family Catholic Primary School

The Rosary Trust

Geography Policy



GEOGRAPHY POLICY

MISSION STATEMENT

This policy has been written in line with the School's Mission Statement.

'In our Catholic School, with God at the centre of our lives, we offer every child a high standard of education. We meet individual needs, in a caring and loving community, which celebrates our faith'.

.....Living, Loving, Learning, Together with Jesus.....

INTENT

At the Holy Family School we aim for our Geography curriculum to encourage children to develop a greater understanding and knowledge of the world. We inspire children to consider their place in the world, and their ability to effect change as ambassadors for the planet.

Through our teaching we encourage children to become inquisitive, critical thinkers and develop investigative skills progressively. We seek to inspire in children a curiosity and fascination about the natural world and its people, through the study of its most significant physical and human features.

SUBJECT CONTENT

In EYFS 'In the Moment' gives many opportunities for the children to find out about their families and where they live, also investigating where their food comes from, as well as finding out about other countries.

In Key Stage 1 children focus on developing their knowledge about the world, the United Kingdom and their own locality - they learn to locate the seven continents and five oceans while studying about the countries of the United Kingdom and their capital cities. Children develop their knowledge of the human and physical geography of the United Kingdom.

When children move to Key Stage 2, their learning extends beyond the local area and they develop their knowledge and understanding of the United Kingdom, Europe, as well as North and South America. Their learning at this stage focuses on the environmental, physical and human features of regions, countries and major cities.

Year Group:	Autumn Term:	Spring Term:	Summer Term:
1	Weather & Seasons Four countries of UK (linked to the four Saints)	Weather & Seasons Four countries of UK (linked to the four Saints)	Weather & Seasons Four countries of UK (linked to the four Saints)
2	Famous London Landmarks Local Study Area	Hot and Cold Places	Continents and Oceans
3	Local Study Area-Land Use	Extreme Earth	Rainforests
4	Local Study Area - Anglo Saxons	Climate Zones	South America
5	Local Study Area - Victorians	Mountains	Map and Fieldwork Skills
6	Locational Knowledge of world countries - WWII		Raging Rivers The Amazing Americas

Across the school, our geography learning is supported by our termly 'Around the World' Days. During these days, all of the children learn about a different country or region of the world through a variety of engaging and challenging activities. Their work is recorded in their 'Around the World' books which will follow them throughout the school to demonstrate the progress they have made in geography in their time at Holy Family School.

PLANNING OF THE SUBJECT

We use the National Curriculum as the basis for planning in Geography, also using the Oddizzi and Twinkl schemes to support staff in covering these objectives. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the schemes of work so that the children are increasingly challenged as they move through the school. These units include links to the progression of skills for each year group (see attached).

TEACHING OF THE SUBJECT

Children are taught in their normal class group for geography and classroom organisation will depend on the needs and abilities of the pupils and also on the aims of the lesson. In planning geographical work teachers are mindful of the ways in which pupils learn. The teaching of geography reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. Teachers follow the progression of skills when planning their geography lessons to ensure that the learning of children is progressive. Cross-curricular links are made when applicable. There are many opportunities for geography to be linked with outdoor learning.

INCLUSION AND ADAPTATION

We aim to achieve a differentiated geography curriculum that extends and fulfils the potential of all our learners through recognising that there are different starting points for most of our pupils. We plan tasks in geography to take into account individual strengths and weaknesses. In this way, our pupils can achieve success but be sufficiently challenged and extended. We plan for a variety of teaching strategies and approaches to consider the different needs of our pupils and to foster a sense of wonder at the beauty of the world around them. We aim for every pupil to feel valued, respected and challenged.

ASSESSMENT, RECORDING AND REPORTING

To assess pupils' progress in geography, teachers will:

- Gather evidence of what individual pupils know, understand and can do in geography and use this to record where they are working in terms of age-related expectations.
- Complete a variety of tasks and will be marked in line with the schools' marking policy.
- Report annually to parents on the age-related level at which they are working.
- Record assessments made on the excel topic sheets.

MONITORING

The subject leader will ensure continuity and progression in the teaching of geography through monitoring of the subject area. This will mainly involve book looks as well as pupil interviews, along with reviewing geography assessment grids. Governors participate in Governor Days whereby they can see the teaching and learning of geography. Responses will be shared with staff and acted upon appropriately.

FIELDWORK AND VISITS

In each key stage we give children the opportunity to use the school grounds and local area to supplement their geography work where appropriate. Where possible, we also aim to provide children with a range of educational visits to supplement their learning in geography and provide them with a context for their learning in this subject. This may include Danbury Park and visits by Adrian Hall.

Reviewed June 2024

Jen Rockall

Shared with staff:

Shared with governors:

Review date: June 2027

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

PROGRESSION OF SKILLS IN GEOGRAPHY

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills and Fieldwork	I can ask simple geographical questions	I can use world maps, atlases and globes to identify the UK and its countries, as well as the continents, countries and oceans studied at this KS	I can ask and respond to geographical questions – eg; why is the landscape like this? What do you think it might be like if...?	I can understand and use a widening range of geographical terms eg; specific topic vocab – contour, valley, erosion, transportation, earthquake	I can understand and use a widening range of geographical terms – climate zones, biomes, vegetation belts, rivers, mountains	I can use maps, atlases, globes to locate countries and describe features studied
	I can use simple observational skills to study the geography of the school and its grounds	I can use simple compass directions and locational and directional language to describe locations of features and routes on a map	I can analyse evidence and draw conclusions Eg: Between populations/ temperatures etc	I can measure straight line distance using the appropriate scale		I can use the 8 points of a compass, four and six figure grid refs, symbols and keys to build knowledge of the UK and wider world
	I can use simple maps of the local area	I can use aerial photos and plan perspectives to recognise landmarks and basic human and physical features	I can communicate findings in different ways	I can explore features on an OS map using 6 figure grid refs		I can use fieldwork to observe, measure, record and present human and physical features in local area
	I can use locational knowledge (near/far, left/right) to	I can devise simple maps and use and construct	I can understand and use a range of geographical terms eg: topic specific vocab:	I can draw accurate maps with more complex keys		I can understand and use a widening range of geographical

	describe locations	basic symbols in a key	meander, floodplain, industry			terms – urban, rural, land use, sustainability
	I can make simple maps and plans	I can use fieldwork and observational skills to study the geography of the school, its grounds and the human and physical features of its surrounding environment	I can use basic geographical vocab eg: cliff, ocean, valley, port, factory	I can plan the steps and strategies for an enquiry		I can use maps and charts to support decision making about the location of new places
			I can use and interpret maps, globes, atlases			
			I can use four figure grid refs and the 8 points of a compass			
			I can make plans and maps using keys	I can identify and describe the significance of the Prime/Greenwich meridian and time zones, longitude, latitude, Equator, hemispheres, tropics of Cancer and Capricorn, Arctic, Antarctic	I can identify the physical characteristics and key topographical features of the countries within North America	
Locational Knowledge	I can understand how some places are linked to others eg; roads, trains	I can name and locate the world's seven continents and five oceans	I can identify where countries are within the UK	I can recognise the different shapes of the continents	I can recognise the different shapes of countries	
		I can name, locate and identify characteristics of the four countries and capitals of the UK	I can name and locate cities of the UK	I can demonstrate knowledge of features about places around them and beyond the UK	I know about the wider context of places eg; county, region, country	
		I can name and locate and identify characteristics of the seas		I can identify where countries are within Europe	I can describe where a variety of places are in relation to human and	I can name and locate counties and cities of the UK, geographical regions and their

		surrounding the UK			physical features	human and physical characteristics, topographical features – hills, mountains, rivers, coasts) Land use patterns and understand how they have changed over time
				I can recognise that people have different qualities of life living in different locations	I know the location of: Capital cities of the UK Seas around the UK EU countries with high populations and large areas The largest city in each continent	
				I know how the locality is set within a wider geographical context		
Human and Physical	I can describe seasonal weather changes	I can identify seasonal and daily weather patterns in UK and the location of hot/cold areas on the world in relation to Equator/N. Pole/ S. Pole	I can identify human and physical feature of a locality	I can describe human features of UK regions, cities, counties	I know about physical features of coasts and begin to understand erosion and deposition	I can describe and understand key aspects of physical geography eg: climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes
		I can use basic geographical vocab to refer to physical features eg: cliff, beach, coast, forest, hill, mountain, sea, ocean, river	I can explain about weather patterns/condition around the UK and parts of Europe	I can understand the effect of landscape features on the development of a locality	I can understand how humans have affected the world over time	I can describe and understand key aspects of human geography eg: types of settlement and land use, economic activity including trade links, and the distribution of

						natural resources including energy, food, minerals and water
		I can use basic geographical vocab to refer to human features eg: city, town, village, factory, farm, office, port		I can describe how people have been affected by changes in the environment	I know about changes to world environments over time	
				I can explain about natural resources eg: water in the locality	I understand why people seek to manage and sustain their environment	
Place Knowledge	I can name, describe and compare familiar places	I can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country	I can understand why there are similarities and differences between places	I know about the wider context of places – region, country	I can compare physical and human features of a region in the UK and another region in the world identifying similarities and differences	
	I can link my home with other places in the local community		I can develop an awareness of how places relate to each other	I can understand why there are similarities and differences between places	I can understand the geographical similarities and differences through the study of human and physical geography of a region in the UK, a region of mainland Europe and a region within	

					N or S America	
	I know about some present changes that are happening in the local environment eg; at school					
	I can suggest ideas for improving the school environment					

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