



Woore Primary and Nursery School

Geography Policy

Reviewed by Subject Leader:	May 2024
To be reviewed:	May 2025

1. Curriculum Statement

Intent

At Woore Primary and Nursery School, we believe that geography is vital in supporting our pupils' knowledge of their local and wider community and enables them to better relate and appreciate the different perspectives and lives that people lead around the world. Children are encouraged to think and explore as Geographers and to develop a greater understanding and appreciation for the world and their place within it. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources, and natural phenomenon whilst inspiring curiosity and fascination about the world we live in.

Implementation

Geography is taught progressively in blocks throughout the year, so that children are fully immersed in their learning and can access skills at a deeper level. As our school is composed of smaller mixed-aged classes, we have devised a yearly cycle of outcomes to ensure coverage across the EYFS and both Key Stages. We follow the Oddizzi scheme of work but adapt the content to meet the needs of all children. This provides additional opportunities for pupils to revisit learning and ensure that knowledge is fully embedded and secured. Geography learning outcomes have been mapped out across the whole school and teachers ensure lessons are progressive and sequenced so that learning is meaningful and appropriate for the level of the children taught. Access to forest school, outdoor learning is used to allow pupils to practically apply skills taught within the classroom and opportunities for fieldwork have been identified across the school. Cross Curricular learning is at the heart of our

planning as we feel it creates meaningful links that help to enhance and support pupils' learning and their understanding of different concepts.

Impact

Project work produced within books evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the National Curriculum strands as appropriate to their age and needs. As children progress through the school, they develop deep knowledge, understanding and appreciation for their local community, as well as the wider world. Planning for the curriculum incorporates opportunities for children to explore in more detail a wide range of cultures and places through themed days as well as visits to local places of interest. Children leave our school with respect for other cultures and a secure knowledge of current and past world events and larger scale factors affecting our environment and different countries around the world.

2. Teaching and Learning

The geography curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of the end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements for: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.

Teaching and learning in geography is supported by a wealth of resources, including physical resources as well as digital ones. Learning Outside the Classroom is a key feature of geography lessons and specific activities are mapped and planned for if appropriate. These are progressive throughout the school and support the Geographical Skills and Fieldwork strand. Our Forest School sessions are planned in a way to support this acquisition of skills and encourage learning within the environment itself.

Lessons are planned to ensure that key knowledge is developed over time over the course of each geography block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of geography. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.

3. Assessment

Assessment for learning is continuous throughout the planning, teaching, and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment and consolidation.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).
- Use of the 'what I know already, what I want to know and what I have learnt' (KWL) strategy throughout a unit, alongside specific and measurable LIs for each lesson.
- Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge at the end each unit, to inform focused consolidation where this is necessary.

4. Planning and Resources

Geography resources are stored centrally and are accessible to all staff. The library contains an extensive supply of geography topic books to support children's individual research, which all children have access to throughout the week. Planning also considers the school's own context (for example, its location being close to the coast and accessible places of geographical interest and members of the school community with specialist expertise and knowledge). Cross curricular learning is also utilised to further reinforce learning and acquisition of knowledge.

5. Organisation

Within the academic year, children study geography in blocks, as outlined in the overall curriculum framework overview. This allows children to enhance their geographical knowledge and develop their geographical skills through focused daily learning, throughout the duration of each block. This model also promotes

the achievement of a greater depth of understanding by the end of a unit. As children are organised into mixed-age classes, topics will be covered on a rolling 2-year cycle.

6. EYFS

Early years explore geographical themes in line with the EYFS framework. Children are guided to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology, and the environment. Children in this setting are also able to access our Forest School learning which we feel enhances their opportunities and experiences within geography.

7. KS1 and KS2

During Key Stage 1 pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places, and environments, and use geographical skills and resources such as maps and photographs. Pupils should develop knowledge about the world, the United Kingdom, and their local area. 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.

Children will develop their **locational knowledge**; they will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate, and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They will also develop a greater understanding of place by comparing the geographical similarities and differences through studying the **human and physical geography** of a small area of the United Kingdom and then compare this with a non-European country. The specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

Children will develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use world maps, atlases, and globes; simple compass directions; aerial photographs and plan perspectives to recognise

landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

They extend their **locational knowledge** when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features, and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

They will build on their **understanding of place** by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country (Italy) and a region within North or South America (The Amazon Basin).

In Key stage 2 **human and physical geography knowledge** is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals, and water.)

Children will continue to develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also 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.

8. Equal Opportunities

At Woore Primary and Nursery School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need, or disability. Teachers use a range of strategies to ensure inclusion and to maintain a positive ethos where children demonstrate positive

attitudes towards others. Support for specific individuals is well considered and planned for, to ensure that tasks provide learners with an appropriate level of challenge.

9. Inclusion

All pupils are entitled to access the geography curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure an appropriate level of challenge. The school makes full use of additional adults who are deployed effectively to ensure that identified children can make progress in each curriculum area, according to their full potential.

10. Forest School

At Woore Primary and Nursery School we are fortunate to have our own Forest school site within the grounds. All children (including Nursery pupils) access forest schools each week which is led by our forest school leader Mrs Battrick.

At forest school, learning happens in a fun and unconscious way by exploring, being creative and playing. Children have the opportunity to deepen their understanding of their immediate natural environment and are taught to foster and care for our world. This also enables fieldwork opportunities and a more practical approach to physical geography.

11. Gardening Club

Our gardening club is organised by a team of local volunteers and is offered to all children across the school as a way of fostering their understanding of where our food comes from and encouraging a greater awareness of why it is important to care for our environment and local community. Pupils have established a growing area for fruit and vegetables along with a composting area to recycle waste.

12. Monitoring and Reviewing of this Policy

This policy was written and adapted by the Geography Subject Leader (Mr C. Dennett) through the consensus and agreement of all teaching staff. It will be reviewed and adapted in line with Government guidelines and or changes to the teaching of geography at Woore Primary and Nursery School.