



The Grove Primary School

"The Grove School Cares"

Geography Policy

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Ms Bernadette Atkinson, Head Teacher

Oakfield Lane, The Grove, Consett, Co. Durham, DH8 8AP

Tel 01207 502938

Email: thegrove@durhamlearning.net



The Grove Primary School Geography Policy



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19.0	12/12/22	Geography planning- updated Early Years Foundation Stage- updated

Related Documents/Policies

References	Title
	Geography Overview



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Introduction

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment.

In Geography, pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

Aims

The national curriculum for geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

Key Stage 1

Pupils should be taught about:

Location 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 (e.g. near and far; left and right) to describe the location of features and routes on a map



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- 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 be taught about:

Location 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Teaching and Learning Styles

The school uses a variety of teaching and learning styles in geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. They have the opportunity to use a wide range of



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materials and resources, including ICT. We also value the importance of taking the children off site on trips so children can experience geography first hand in the local area.

Geography planning

To ensure there is an even range of locational knowledge, skills and progression throughout the year groups. Skills can be developed and grown upon each year by looking at a range of locations around the world. The children will have a range of maps and resources to use to help develop their skills in map reading and fieldwork. The progression and skills document demonstrates what skills the children will develop at The Grove Primary School. It ensures an even coverage across the whole school to meet the skills set out in the national curriculum.

The Early Years Foundation Stage

We encourage the development of skills, knowledge and understanding that help children make sense of their world as an integral part of the school's work. Geography is planned using the Understanding the World learning area of the EYFS framework. 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. 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.

Assessment for Learning

Teacher assessment takes place at the end of each unit of work, with a notation against the child's name of working behind, working towards or expected level. This description indicates the child's performance against the learning expectations being recorded. Regular assessment is carried out using:

- oral questioning to encourage discussion;
- self-evaluation of written work, map/field study work etc. Teachers analyse pupils' progress in the units of work they have completed at the end of each school year to complete the annual report to parents/guardians.