



Benhall St Mary's C of E Primary School

Be the best you can be.

Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.'- Matthew 5:16

Geography Policy

2024-2026

Intent

Our aim is to provide all children with high quality learning in each curriculum area. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. We aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens of our community who will have the skills to contribute to and improve the world around them.

Our scheme encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical terms and vocabulary.

Implementation

The National curriculum organises the Geography attainment targets under four strands: locational knowledge; place knowledge; human and physical geography; and geographical skills and fieldwork. The progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are met by the end of each key stage. Our National curriculum mapping document shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands.

We teach a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning.

Our enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and present data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. Units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National

curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

Teaching and Learning

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world.

As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence.

Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other.

Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The learning objective for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson. Teaching and learning in geography is supported by a wealth of resources, including specific online platforms.

Outdoor learning is planned for and progressive throughout the school and programmes of work are embedded with key knowledge, which itself has been mapped, along with key skills, to support effective assessment and ensure progression across the school.

Benhall Blueprint

Core Curriculum Focus

- Knowledge-Based Progression: Emphasise a structured curriculum where key knowledge (e.g., physical and human geography, environmental systems) builds year by year. Begin with local geography in early years, expanding to global contexts in higher levels.

- **Conceptual Understanding:** Incorporate core concepts like place, scale, and interdependence. Each topic should connect these concepts with real-world issues to foster understanding.

Skill Development

- **Geographic Skills:** Teach map skills, fieldwork, data interpretation, and spatial analysis. Use progressively challenging tasks so students move from understanding maps to analyzing geographic patterns and drawing conclusions.
- **Fieldwork:** Provide practical field opportunities. Local visits for younger students and advanced field studies for older students encourage experiential learning and context-based understanding of geographic concepts.

Teaching and Assessment Approaches

- **Effective Questioning:** Use questions that stimulate thinking beyond factual recall. Encourage students to explore causes, consequences, and solutions related to geographic issues.
- **Assessment of Understanding:** Apply assessments that gauge both knowledge retention and the ability to synthesize and apply concepts to new contexts.

Promoting Geographic Literacy

- **Integration of Technology:** Use digital mapping tools, GIS software, and interactive apps to make learning dynamic and to develop digital geographic literacy.
- **Incorporating Current Events:** Relate lessons to contemporary issues (e.g., climate change, migration) to show geography's relevance in the real world.

Fostering Curiosity and Critical Thinking

- **Explorative Learning:** Encourage exploration and debate on topics like sustainability, urbanization, and resource distribution. Promote activities that make students question and critically evaluate data and sources.

Inclusive Practices

- **Adapted Learning:** Tailor materials to varied abilities. Offer additional resources or varied assignments to support students.

EYFS

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop 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.

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.

During Key Stage 1 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 of a small area in a contrasting non-European country.

In addition to developing children's locational and place knowledge, they will have the opportunity to learn about human and physical geography. During this study, they will 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. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

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.

During Key Stage 2, pupils extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features.

They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. 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 and a region within North or South America.

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.

Impact

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography. The impact can be constantly monitored through both formative and summative assessment opportunities.

Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding. Opportunities for children to present their findings using their geographical skills also forms part of the assessment process in each unit.

Marking

Marking of geography books should be completed in line with the marking policy. It is essential that all marking picks up and addresses any misconceptions/mistakes and thorough questioning ensures children have clarified their thinking clearly.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical skills. 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 open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback
- Book monitoring 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.
- Specific and measurable LOs for each lesson with a teacher review
- Mid/ end of topic assessments

Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of geography
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes
- To monitor planning and oversee the teaching of geography
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy

Evaluation:

This policy will be reviewed every two years.

Reviewed November 2024