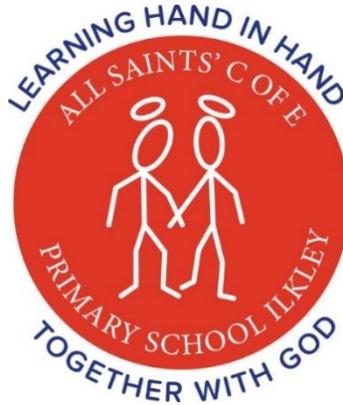


# All Saints' CE Primary School



## Vision

Learning hand in hand together with God.

## Values

Hopeful school through honesty, forgiveness and trust  
Achieving school through resilience, respect and ambition  
Nurturing school through care, compassion and friendships  
Developing school through wisdom, faith and fun  
Sharing school through kindness, celebration and love

# Subject Policy: Geography

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Written by: Ruthie M Hetheron



## Vision: Learning Hand in Hand Together with God

### Curriculum Intent at All Saints'

At All Saints' Church of England Primary School, our enriched curriculum enables all children to thrive as individuals and deepen their curiosity as global citizens. By learning hand in hand together with God, every child is recognised as a unique learner. We celebrate and welcome diversity within our school family.

Through our school values:

All Saints' is a:

**Hopeful** school through honesty, forgiveness and trust

**Achieving** school through resilience, respect and ambition

**Nurturing** school through care, compassion and friendships

**Developing** school through wisdom, faith and fun

**Sharing** school through kindness, celebration and love

...we provide the children with the essential skills and knowledge to be aspirational, successful and resilient learners.

Children leave All Saints' with a strong sense of belonging, with confidence for today and beyond.

### Subject Intent

At All Saints, we aim for a high quality Geography curriculum, which will inspire every pupils' curiosity and fascination about the world and its people. We intend our children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans, and communicate information in a variety of ways.

### How does this subject reflect our Vision and Values?

Geography links to our school's Christian values of **Achieving** by gaining skills and knowledge and **Nurturing** by recognising different cultures and their influence on an area.

### How does Geography look at All Saints'?

By ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school, developing on existing skills and knowledge. Geography is taught as part of termly themes, focusing on knowledge and skills outlined in the National Curriculum. At All Saints, we strive to ensure that geography has the same standing as core subjects, through our creative curriculum, as we seek routine opportunities to involve geography in our learning. We feel this is important in enabling all children to gain 'real-life' experiences and see the multi-faceted nature of learning through different subjects.

### Early Years



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In the Early Years Foundation Stage (EYFS), geography is taught through the 'Understanding the World' strand of the EYFS curriculum.

### **Past and Present**

- Talk about the lives of the people around them and their roles in society.

### **People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### **The Natural World**

- Explore the natural world around them, making observations and drawing pictures.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

All learners leave the Early Years Foundation Stage with a deepened understanding of the world around them and key vocabulary. This instils a love of learning and equips our pupils for the Geography content of the Key Stage 1 National Curriculum.

## **Key Stage 1**

In Key Stage 1, the Geography curriculum is taught through a thematic approach to provide more contextual and meaningful learning experiences.

Pupils should develop knowledge about the world, the United Kingdom and their locality. 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. Pupils should be taught to:

### **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.



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- 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.
- 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.

### Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use four points of a compass, symbols and keys on simple maps to build their knowledge of the United Kingdom.
- 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.

Children at All Saint's are encouraged to be curious about the world around them and to ask their own questions about their environment. The knowledge, vocabulary and skills acquired in Key Stage 1 will be consolidated and built upon in Key Stage 2.

## Key Stage 2

In Key Stage 2, the Geography curriculum is taught in termly thematic units, over a two year cycle, with the view of moving towards a one year cycle as the school expands into a two form entry school.

With the Key Stage 2 curriculum, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

### Locational knowledge



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- 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.

By the time children at All Saints' leave Key Stage 2, they have had a 'high-quality Geography education which has inspired in them a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. They have been equipped 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.' Thus preparing them for the Key Stage 3 curriculum and beyond.



## Vision: Learning Hand in Hand Together with God

### **How do we ensure all pupils learn Geography?**

Through the use of quality first teaching, teachers and support staff offer personalised support, ensuring that all pupils learn in a way that is suitable for them. Aspects of the Geography curriculum are prioritised based on the child's individual needs and in line with their EHCP or provision map.

### **How does Geography at All Saints' reflect the school's local context and include opportunities for cultural capital, enrichment and diversity?**

We take every opportunity to enhance the cultural capital of our learners and equip them with the knowledge and experiences needed for society. Some of the ways we promote cultural capital through geography is by studying culturally diverse areas and comparing them to our locality, providing the children with educational visits and by research using non-fiction texts.

### **Assessment**

We are developing the use of knowledge organisers and low-stakes quizzes to aid remembering and long-term learning in all subjects.

### **Legal Framework and Further Reading**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) National Curriculum in England
- DfE (2021) Statutory Framework for the Early Years Foundation Stage

Also refer to Long Term Overviews and Curriculum Progression on our website:

<https://www.allsaintsilkley.bradford.sch.uk/curriculum-subject-overviews/>