

Regent Farm First School



Geography Policy

At Regent Farm First School, we believe that a high-quality geography education will help pupils to gain a coherent knowledge and understanding of our local area and that of the wider world. A creative curriculum inspires and prepares learners for the next steps in their school journey and opens the doors to the wider world.

Underpinning our school ethos are our school values of **curiosity**, **teamwork**, **determination** and **respect**. These values are present in all aspects of school life and drive both the academic and personal development of our children.



Respect

Respectful Ray



Curiosity

Curious Cog



Teamwork

Teamwork Tag



Determination

Determined Dee

Intent

We believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. Geography helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas, which can be used to promote children's spiritual, moral, social and cultural development, along with our school values; curiosity, respect, teamwork and determination.

Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire our children to develop a sense of curiosity and fascination about the world and its people, which will remain with them for the rest of their lives. Hence promoting children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Through Geography we can develop thinking skills, improve literacy, numeracy and ICT as well as encouraging our children to become active global citizens.

Implementation

Our Geography curriculum and lessons are highly effective by ensuring we implement Geography in the follow ways:

We will teach a rich variety of topics and issues and use this teaching to encourage and enthuse our children. We will build on a wide range of geographical skills, including:

- Geographical enquiry – children ask questions and collect information, express conclusions, arguments and develop a sense of curiosity of the world around them.
- Fieldwork – giving children the chance to experience such things as landscape features, busy urban streets and exploration of their local environment. Opportunities to develop subject knowledge, and gain a range of skills that are difficult to develop in the classroom become more accessible. This builds a sense of collective respect for the environment.
- Graphicacy – use of atlases and globes, (aerial) photographs, map work and ICT to select, interpret, investigate, refine and present information, which develops teamwork.
- Geographical communication- use appropriate geographical vocabulary and conventions in both speech and writing.
- The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year. Developing a sense of determination from an early age.
- Teachers within key stages plan together to create engaging and informative teaching and learning opportunities taking into consideration prior learning and plan for progression in skills.

We recognise the fact that there are children of widely different geographical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

Setting tasks which are open-ended and can have a variety of responses;

Setting tasks of increasing difficulty working towards a mastery of the curriculum;

Providing resources of different complexity, according to the ability of the child;

Using classroom assistants to support the work of individual children or groups of children.

Enable the children to have a lived experience by providing a wide range of practical activities which include field trips and outings.

In EYFS the children explore places, people, communities and their world through their work related to “Knowledge and Understanding of the World “. Within our EYFS children are provided with opportunities to develop a range of highly transferable skills, values and attributes, including: problem solving, observation and collaboration as well as our four core school values; determination, curiosity, teamwork and respect. Children are guided to make sense of their physical world and community through a range of personal experiences and providing context for learning at a practical level. Providing different learning areas develops a sense of community, shared experiences, for example, mud kitchen, role play area or construction area. These areas enable children to ‘transport’ themselves at an imaginary level and develop a greater understanding of the world around them.

In KS1 and KS2 Geography is taught through planned links to the National Curriculum, objectives have been split accordingly and the units covered by each year group can be found on the long- term progression document.

We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency, building on earlier experiences as they move through school.

Organisation

Within the academic year, children study geography within humanities blocks, as outlined in the overall curriculum framework overview. Geography takes place every other half term in rotation with History. When a Geography unit is being covered it is taught for one hour per week.

The National Curriculum sets out ‘the core knowledge and understanding that all pupils should be expected to acquire in the course of their schooling’, but a core curriculum is not all that students should be taught. A local and personalised element to the curriculum is essential to ensure that pupils are engaged with innovative and enjoyable learning that has relevance to their lives and work while challenging them to think about ‘real world’ issue.

Curriculum

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 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. They are assessed according to the Development Matters Attainment targets.

Key Stage 1

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.

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 and 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, harbor 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 as well as the use of ICT in the form of Google maps etc.

To 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. To devise a simple map, use and construct basic symbols in a key as well as 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 extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe (as well as Russia) 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.

Locational 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, 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. Investigate the effects of global warming and deforestation, land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water, including the eco system.

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.

Teaching and Learning

When teaching Geography, we provide an opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in role plays, discussions and debates as well as writing and presenting information in various ways.

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 develop their deepening 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 and produce data. 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 intention for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson through the use of success criteria.

Teaching and learning in geography is supported by a wealth of resources, including specific online platforms. Outdoor learning is planned and progressive throughout the school with programs of work which are embedded within key

knowledge, which has been mapped, along with key skills, to support affective assessment and ensure progression across the school.

Concepts

Our geography curriculum is underpinned by the following 4 main concepts:

- Community
- Compassion
- Consequences
- Responsibility

As the children make their way through school, they will build on their understanding of each concept. Each unit of study lends itself to a key concept and children are encouraged to make links between units of study.

Assessment

Regent farm first school uses assessment to enable staff to understand what pupils have learned before, what they need to learn now, and what they will learn next.

Assessment tasks are built into planning to allow teachers to form a judgement on how well pupils have achieved the key takeaways for each unit of work. These include tasks such as; demonstrating knowledge and understanding via creating posters, mind maps, hexagon linkage, deeper questioning linked to key concepts, debate and oral questioning.

Formative assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation. 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 their understanding.
- Providing effective feedback, including interactive marking, where appropriate, to engage children with their learning and to provide opportunities for self- assessment and peer assessment.

Summative assessment is completed termly. At the end of each school term pupils will be assessed within one of the following bands:

- Pre-key stage
- Working towards the curriculum
- Working at Expected level
- Working at Greater Depth

All work is marked in accordance to the school's marking policy. This enables the teacher to make a termly assessment of progress for each child, as part of the

child's midterm and annual report to parents. We pass this information on the next teacher at the end of each year.

Resources

The library contains an extensive supply of geography topic books to support the children's individual research. Children also have access to a range of geography specific books within their classes. ICT resources are readily available, with remote access, enabling parents to become involved in their child's learning. In addition to this, class teachers develop a 'working wall' for each of the geography topics where books and other artefacts are displayed, which enhance the children's learning by providing hands on experiences. Each class is equipped with books relating to geography as well as a range of maps and atlases. External agencies and professionals are regularly deployed in school, as well as frequent field trips and educational visits, which provide the children with immersive learning experiences. Such as visit from Northumbrian water and visits to local nature spots such as Washington wetlands.

Planning

Parallel-class teachers plan together, which supports an ethos of collaboration, plans are saved electronically for ease of access. Teachers identify the key knowledge and skills that are to be taught, these are explicitly outlined on the overview document, which follows the national curriculum 2014 objectives. Teachers share the learning objectives with the children and structure the lessons in order to facilitate the acquired learning. Key vocabulary is also identified, as well as cross curricular outcomes and prior learning. Enquiry-led activities are carefully planned which are geared towards key question being posed this enables children to seek answer via investigation Teachers understanding the kinds of question capable of being investigated through fieldwork and embed an understanding of the geographical enquiry processes appropriately. Activities are carefully planned by the class teachers and differentiated, were appropriate for children with special educational needs and the more able. In line with our Equal Opportunities Policy. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Impact

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environment.

We want children to thoroughly enjoy and love learning about geography by gaining knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. This will equip them to undertake new life experiences now and in the future. Crucially, the geography curriculum aims to engender the excitement, creativity and critical thinking about the world that will equip our children to make their own way in it.

Monitoring **Roles and Responsibilities**

Head teacher

The head teacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The Geography lead will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Link governor

The link governor will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Health and safety

Risk assessments are undertaken for all activities whilst activities involving fieldwork or off-site visits comply with our Health and safety policy as well as complying with Health and safety: responsibilities and duties for schools, (updated 5 April 2022).

Review

Date of review: MARCH 2026

Geography Coordinator: Mrs. Sisk



