

Woodlands Primary School

Geography Policy



Woodlands Primary School

Updated: September 2021

Review date: September 2022

INTRODUCTION/RATIONALE

This policy outlines the teaching, organisation and management of geography taught and learnt at Woodlands Primary School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the geography co-ordinator.

CURRICULUM INTENT

Here at Woodlands Primary School our Geography curriculum is integrated within our topic-based creative curriculum, providing a basis for deeper understanding of the links between the children's learning in all subjects and enabling them to see how geography fits within their growing understanding of the world.

In accordance with the National Curriculum objectives for primary children in Geography, our children progressively develop their knowledge of the location of globally significant places, both terrestrial and marine, and through studying physical and human features of our world they are given a geographical context for understanding the actions and processes that have produced Earth's key human and physical geographical features. Our children learn how these are interdependent and how they bring about spatial variation and change over time.

In addition to this important geographical knowledge, our children learn to use, with increasing complexity and proficiency, the skills they need for an understanding and appreciation of geography as they move through the next stage of education and beyond, namely:

- collect, analyse and communicate with a range of data, gathered through experiences of fieldwork that deepen their understanding of geographical processes;
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); and
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

IMPLEMENTATION

From EYFS to Upper Key Stage 2, the progression in geographical knowledge and skills required by the National Curriculum has been incorporated in school's creative and topic-based curriculum, making meaningful links with key topics which children learn about in each school year.

Lessons are taught using engaging “hooks”, themes and ongoing topic projects/case studies, to place geographical knowledge and skills within a clear, relevant and exciting context for the children.

Within lessons we use a wide range of sources of information including real people, the local environment, photographs, maps and atlases, written materials, ICT based materials, data, and TV / video extracts.

The topics that link to our geography curriculum can be seen in the following tables. The progression in geographical knowledge and skills can be seen in the Geography Progression Document and in the Geography Curriculum Overviews for each year group.

Early Years Foundation Stage:

The knowledge, understanding and skills that children will develop in their geography learning at Woodlands have their foundations in the Early Years Foundation Stage. To implement our geography curriculum intent in our EYFS setting, we use cross-curricular topic work focusing in the first instance on the life of the child. The pupils gain a knowledge and understanding of their immediate environment and local area by relating it to their own life experiences. Using the topics, children work towards the early learning goals that form the basis for their future learning in Geography:

Understanding of the World:

- Talk about the lives of the people around them and their roles in society
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country
- Explain some 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
- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments
- Understand some important processes and changes in the natural world around them, including the seasons

Communication and Language:

- Make comments about what they have heard and ask questions to clarify their understanding
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen

Literacy:

- Write simple phrases and sentences that can be read by others

Physical Development:

- Fine motor skills (especially using a range of small tools, and beginning to show accuracy and care when drawing)

Personal, Emotional and Social Development:

- Show an understanding of their own feelings and those of others
- Show sensitivity to their own and others' needs

Our EYFS topics and their links to Geography are:

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|--|---|
| All About Me | Houses & Homes | Amazing Animals & Growing | Journeys | Dinosaur | Under the Sea |
| <p>Exploring our learning environment inside and outside.</p> <p>Talking about our homes.</p> <p>Layout of the house and different functions of each room.</p> <p>Who lives in our home?</p> | <p>Where do I live?</p> <p>Different types of homes.</p> <p>Caring for our environment (forest school).</p> <p>Autumn walk - explore the environment and the changes.</p> | <p>Programme beebots to go on a journey on a playmat.</p> <p>Endangered animals in the world.</p> <p>Winter walk - explore ice/environment.</p> | <p>Easter egg hunt around the school, using maps/plans of the school site.</p> <p>Invite children from other countries to bring in photos/objects from their native countries; children/staff to bring in objects/photos from a special journey to a different country.</p> <p>Modes of transport – how we travel.</p> <p>Spring walk – explore the environment and the changes.</p> | <p>Local fossil finds - show on Google Maps where they were found.</p> <p>Summer walk - explore the environment and the changes.</p> | <p>Invite the children to bring in photos/objects from the seaside, sharing experiences and the places they have been.</p> <p>Introduce vocabulary: beach, shore, cliffs, sand, coast, waves, sea, water, seabed, seaweed, rockpools, shells, harbour, ships, fishing, nets, sea creatures (names and habitats/origins)</p> |

Key Stage 1:

Pupils develop their knowledge about the world, the United Kingdom and their locality. They learn to understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation.

CREATIVE CURRICULUM YEAR 1 & 2:

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|--|----------|--|----------|---|------------------|
| CYCLE A | Habitats / Local Area | | | | Conservation | |
| | Timothy Limpet (Troll Swap text) is moving to Ellesmere Port and needs our help! Consider how a habitat supports the animals living there – adopt an owl. | | | | “The Last Wolf” literacy text – the wolf, lynx & bear live in the one remaining tree in the forest, what will happen to them? Delamere Forest – consider how the local environment has changed and how it will continue to change. | |
| CYCLE B | Me and the world | | On Safari | | | Houses and homes |
| | “Lost and Found” literacy text – where is the penguin from (Antarctica)? Is it near Ellesmere Port? Is it the same or different to where we live? | | “The Lion Inside” literacy text – the giraffe at Chester zoo wants to move to Kenya. Needs help to compare the zoo to where his family are from, in Kenya. | | “Goldilocks and the One Bear” literacy text – the Bear is lost in Ellesmere Port. What will he see while he is here? What types of buildings/ landmarks will he find? | |

Key Stage 2:

Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes learning the location and characteristics of a range of the world’s most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

CREATIVE CURRICULUM YEAR 3 & 4:

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|---|--|--|---|----------|
| Year 3 | Oceans and Coastal Adventures | Belonging | | Getting to know the UK | Europe | |
| | “Seal Surfer” literacy text - where do seals live (coast, oceans, seas)? What are the features there (including coastal erosion)? What is the human impact on marine life? | “Winter’s Child” literacy text – study of homelessness in the UK, starting with Chester and expanding to other major UK cities. | A study of land use; comparing rural, urban and topographical features of different parts of the UK, including an introduction to how they have changed over time. | | “The Journey” literacy text – why do people from other parts of the world want to come and live in Europe? A study of the continent’s geographical features (physical and human, including settlements, economic activity and trade links). | |
| Y4 | “Wild vs Captivity” & Rainforests | | Local area study: Chester | Volcanoes | Natural World and seas/oceans | |
| | “Gorilla” literacy text (illegal trade in a gorilla) – does man have dominion over the Earth? Explore how trade links can sometimes be negative. | | Cross-curricular with the History topic (Romans) | “When the Giant Stirred” literacy text - study of formation, location & impact of volcanoes & eruptions (including historically – Pompeii, Herculaneum & Eyjafjallajokull) | “Where the forest meets the sea”, “Rainforest in 30 seconds” and “Blue John” literacy texts - includes a rainforests study and natural disasters study. Consider a range of natural disasters, how they are recorded/ measured and how we as humans can put measures in place to overcome them/ live alongside them. Includes study of historic earthquakes from past and present, and case study of the Tsunami in the Indian Ocean in 2004. | |

CREATIVE CURRICULUM YEAR 5 & 6:

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|--------------|----------|----------|--|--|
| Year 5 | Rivers / mountains | | | | Conservation: Eco Warriors | Conservation: Illegal Wildlife Trade |
| | <p>“Queen of the Falls” literacy text – geography study of Niagara Falls. Studies of rivers and mountains in UK, Europe and the world, identifying physical geographical features, land use and water aspects of places studied.</p> | | | | <p>“Paperbag Prince” literacy text (study of persuasion) – plan an expedition to South America to volunteer to help local people with their environmental conservation. Make comparisons to UK by looking at conservation schemes such as Chester Zoo’s.</p> | <p>“The Hunter” literacy text (located in Africa) – in-depth study of the illegal wildlife trade, where it happens around the world, its impact, conservation efforts and attempts to stop it.</p> |
| Year 6 | | Conservation | | | Explorers | |
| | <p>“Can we save the tiger?” literacy text - study of the problems facing endangered species in South America (deforestation, climate change, illegal wildlife trade). Locate South American countries, their key physical and human characteristics and compare with our local region.</p> | | | | <p>“Sky Chasers” literacy text (travelling through Europe in a hot air balloon in the 1800s) – what if we were Sky Chasers like Magpie? Where could we go in Europe? What has changed over time? Could we fly to the UK? What would we see on our journey across Europe? Consider and compare how it looked at time of the book (1800s) and now – human and physical features.</p> | |

RESOURCES

Planning includes expectations for pupils to use a variety of resources including texts, artefacts, videos, sites, photographs, portraits, primary sources, ICT, visitors, geographical sites and visits.

In addition geographical resources and project boxes may be borrowed from Cheshire West and Chester ELS (Education Library Services).

MONITORING AND EVALUATION

It is the role of the geography subject leader to monitor and evaluate the geography curriculum throughout the school. We monitor and evaluate the curriculum in the following ways:

- Book scrutinies
- Monitoring teachers planning
- Lesson Observations
- Evidence of assessment can be found in books, in short term planning and on the Insight system.

INCLUSION AND EQUAL OPPORTUNITIES

To ensure that pupils of all abilities make progress in geography:

- Teachers provide suitable ways for pupils of different abilities to access difficult ideas: for example, for low attaining pupils by narrowing the range of information to be used, by increasing the degree of support, by using relevant resources, or by the use of other adults.
- Teachers should challenge higher-attaining pupils by expecting them to interrogate more demanding sources, by expecting them to work with greater independence and raising expectations about how they might communicate their ideas.
- Teachers use a range of teaching styles in each lesson in order to match the range of learning styles represented in their class.