



# Samuel Allsopp

## Primary & Nursery School

**Geography Subject Policy**  
**2024-2025**

**Schedule of review**

**Date written: November 2024**

**Shared with SLT/Governing body: Awaiting Ratification - November 2024**

**Next review: November 2025**

## **Samuel Allsopp Primary and Nursery School Intent Statement**

At Samuel Allsopp Primary & Nursery School, our curriculum and all that we do intends to:

- Be supportive and inclusive of the needs for all learners
- Harness pupil independence & allows them to have a go at solving problems for themselves first
- Allow children to make their own 'informed' choices
- Develop their confidence
- Support them to be resilient and get into good habits for the future
- Prepare children for a life outside of school that enables them to make a positive contribution to British society
- Enable them to be proficient users of the English language – speaking and writing
- Widen their contextual vocabulary
- Work independently but also in teams
- Encourage children to go 'beyond their own normal' and experience new things
- Engage children in making a contribution and playing an active part
- Support parents to become active stakeholders in their child's learning
- Provide opportunities for the children to investigate, explore and play an active part in shaping their learning

### **Intent**

At Samuel Allsopp Primary and Nursery School we recognise that Geography lessons are aimed at generating curiosity and fascination about the world. Children are given the opportunity to deepen their geography knowledge and develop key geography skills by exploring, discovering and making links like geographers.

We learn about our diverse world, people, natural resources and environments, with a deep understanding of the Earth's key physical and human processes. Our children are exposed to various geographical enquiries and encouraged to use effective analytical and presentational techniques. We are trying to support the learning with a real context as we are convinced it is essential to understand national and global issues.

Lessons provide opportunities to use and apply reading, writing, maths, computing and art skills whilst learning geography.

We believe that:

"Learning about the diversity of our planet, formation of its landscape and the impact of human actions on its current form provides us with the essential skills to become critical thinkers who are passionate about the world and its future shape."

At Samuel Allsopp Primary and Nursery School, we aim for all pupils the following:

- 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 concepts, terms and vocabulary.

Kapow Primary's Geography scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum.

We use Quality First Teaching to ensure that disadvantaged pupils, pupils with SEND and higher attaining pupils are given the best opportunity to learn in a way which benefits them and enables them to achieve. This policy outlines the purpose, nature, and management of Geography that is taught and learned throughout our school.

### **National Curriculum Aims:**

The National Curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- 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)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **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
- use basic geographical vocabulary to refer to:
  - a) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - b) 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 and the key human and physical features of its surrounding environment
- 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.

### **Key stage 2**

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**

- 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:
  - a) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - b) 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.

To ensure consistence of teaching and learning, we follow and adapt the Kapow Geography curriculum that builds on previous learning and provides both support and challenge for learners giving them every opportunity to develop their knowledge and skills, whilst inspiring them to become curious and explorative thinkers with a diverse knowledge of the

world; in other words, to think like a geographer. 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. Through our scheme of work we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

## **Inclusion Statement**

The Staff and Governors of Samuel Allsopp Primary and Nursery School believe that:

- Inclusion is an ongoing process by which the caring and learning environment is constantly monitored and adapted to meet the needs of all our pupils.
- All of our pupils are entitled to support in fulfilling their own potential in terms of academic, physical, cultural, social, emotional and moral development.
- We recognise that ALL our pupils are individuals with their own characteristics, strengths, weaknesses and learning needs.
- Our policies and practises will therefore, take account of the diverse needs and talents of our pupils.
- Pupils with additional emotional, social or learning needs should have access to high quality education and support appropriate to their needs.
- Pupils with Special Education Needs (SEND) should have access to high quality education and support appropriate to their needs.

## **Implementation**

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Kapow Primary's Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. The Progression of Skills and Knowledge document shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely as seen in the

Progression of key geographical concepts. The National curriculum coverage document shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands in Key stage 1 and 2. The scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, 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 Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. The questions are open-ended with no preconceived answers and therefore are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and represent 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. Kapow Primary 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. Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks, meaning lessons are engaging and appeal to those with a variety of learning styles. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Three units of learning are completed throughout the school year in each year group (Years 1-6), with one being taught termly.

## **Health and Safety**

Health and safety in Geography is maintained to a high standard to ensure pupils and staff are protected from harm whenever possible. This includes both their physical and mental health, ensuring that Samuel Allsopp Primary and Nursery School complies with the Health and Safety at Work etc. Act 1974.

Health and Safety awareness forms an integral part of pupils learning. Pupils must be taught to recognise hazards and take appropriate action. As necessary, risk assessments will be conducted to ensure that all potential risks and harms have been identified and to ensure that staff understand how to respond should an unexpected risk occur.

## **Remote Learning**

In the case of remote learning opportunities being necessary in the future, pupils at Samuel Allsopp Primary and Nursery School will continue to be taught Geography through live lessons, pre-recorded videos and online learning materials.

## **Impact**

Impact is constantly monitored through both formative and summative assessment opportunities. Furthermore, each unit has a unit quiz and knowledge catcher which can be used at the start and/ or end of the unit.

An enquiry-based approach to learning will allow assessment of children against the National curriculum expectations for Geography. The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes assessing children against the learning objectives and 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 will also form part of the assessment process in each unit.

Children should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

The impact is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.



- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.

## **Feedback, Marking and Assessment**

At Samuel Allsopp Primary and Nursery School feedback is given following the expectations of the Marking Policy.

Pupils are assessed on a lesson-by-lesson basis by teaching staff and lesson content is adapted accordingly. Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on.

At the end of each unit of work, children's understanding and retention of key knowledge is assessed using an assessment quiz with nine multiple choice questions and one open-ended question.

In addition, each unit uses either a skills or knowledge catcher, depending on the key strands covered in the unit. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered. Assessment quizzes, and skills and knowledge organisers provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

## **Monitoring and Review**

To ensure high standards of teaching and learning of Geography are maintained, the Geography Coordinator, will regularly monitor and review staff practice in accordance with this policy. This process will be conducted termly in line with the monitoring calendar.

Relevant data will be collected to enable monitoring processes to be conducted. This includes:

- classroom observations

- learning walks
- books looks
- pupil voice
- planning looks

To ensure that staff professional development is benefited by this process, the Geography Coordinator will ensure that any relevant training or development opportunities are made available. Individual staff members will be given relevant feedback and will be celebrated or supported to develop their practice accordingly.

## **Resources**

Geography resources are stored across both sites and will be reviewed by the Geography Coordinator throughout the year. Resources should be returned to the store cupboards after each lesson and teachers should inform the Geography Coordinator of any resources required in advance of the unit of work being taught and preferably at the start of the school year.

This policy will be reviewed annually to reflect any necessary changes required and to ensure that staff are kept up to date with expectations relating to Geography.