Beverley St Nicholas Primary School

Geography Policy

March 2025

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1. Curriculum Intent Statement

It is our intent at Beverley St Nicholas Primary to deliver a geography curriculum which engages pupils in their world and piques their curiosity about people and places. The curriculum will inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The curriculum is built around securing key knowledge and developing geographical skills. Pupils' geographical education begins in the early years and builds year on year, developing pupils' expertise. From the early years, the geography content of our curriculum will develop a greater awareness of people, the environment, the relationships between them and the child's place in this relationship. This sense of belonging is recognised as being significant in children's social and emotional development and in preparing them for more formal learning.

Early on in infancy, children develop a sense of place and it is our intent that the curriculum provides the knowledge necessary to build such an increasingly complex understanding of place. Place allows a pupil 'to locate or orient oneself with respect to the larger global space and to other places'.

'Knowing where's where' is one of the most essential aspects of our curriculum. In building pupils' locational knowledge, children will be able to identify specific features, build their own identity and develop their sense of place, develop an appreciation of distance and scale and
learn about the orientation of the world. Teaching will equip pupils 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 and the interaction between them. It is our intent that the organisation of the curriculum builds knowledge so that pupils can draw on it in future learning. The pupils will revisit and build on this knowledge regularly over time. Pupils will remember and be able to apply this key knowledge in other areas of the curriculum. Children will remember more, know more and understand more.

2. Implementation

- Working walls are an essential part of teaching and learning with previous learning and skills displayed. Ongoing working walls are updated after every lesson to ensure children have access to key knowledge and vocabulary. The children will understand this information and readily apply it to their written, mathematical and verbal communication of their skills, in a purposeful context. This promotes connections to be made across all foundation subjects where applicable.
- Key Vocabulary: The promotion of a language rich geography curriculum is essential to the successful acquisition of knowledge and understanding in Geography. This vocabulary is revisited and built upon weekly so that the children have a solid understanding of their learning.
- Independent learning: In geography children are encouraged to enquire about their topic of interest and develop their independence when locating places, describing places and exploring the outdoors.
- Resources: Children will access resources to acquire learning through

atlases, text books, maps, digital technology and photographs. Children will use a range of secondary resources to develop their knowledge and understanding that is integral to their learning.

- Enhancement: Fieldwork is crucial for children because it enhances their learning in a real-world, hands-on way, connecting classroom theory to practical experiences. It fosters a deeper understanding of geographical concepts, develops valuable skills, and encourages curiosity and critical thinking.
- Educational Visits will enhance their cultural understanding. Where applicable links to geography will be made to develop the children's geographical learning.
- Outdoor Learning opportunities: Curriculum teaching and learning should plan for outdoor active learning opportunities within geography lessons. This may be using the school grounds, local area or wider community to apply and explore their subject specific task. Children will access their local environment to get hands-on experience in their learning.
- British Values and PSHE: Children will learn and revisit the importance of our world and how it should be treated through a range of cultural capital activities and experiences. Children will begin to understand their wider world and the implications that we as citizens have on it. Our geography curriculum includes the study of human impact on the environment, focusing on how human activities affect both natural and human environments, and how these processes interact. Understanding our role in sustainable development is a key focus.
- Aspirations: Through a whole school focus on 'careers', pupils will expand their knowledge and understanding of the world of work, the types of geography based jobs that are available and different career paths. Regular visitors will provide hands-on experience and inspire children with

curiosity and fascination. Children will understand what they could achieve and raise aspirations towards careers based on geography. They will make connections between doing well at school and gaining interesting and meaningful employment.

3. Impact

Work in children's books is generally well presented and conveys pride in their work. The majority of children meet end of year expectations in geography. Children can talk about geographical concepts confidently and knowledgeably. Geography has a high profile and children's geography work features on displays around the school.

4. Planning and Progression

At Beverley St Nicholas, we plan using the National Curriculum and have worked with colleagues at the trust to create a trust curriculum. From this statutory document we have identified four key building blocks of knowledge (the 'what'). These blocks are known as 'substantive knowledge'. They are: Place, Location, Human/Physical Geography and Mapping/ Fieldwork. These four blocks of knowledge underpin our curriculum from EYFS to Year Six and are the common threads woven into all learning. These blocks of knowledge are referred to as 'substantive concepts'. Concepts are important in geography as they draw out the links between processes and ideas. The understanding of these concepts help pupils develop a solid foundation of knowledge.

To develop children's understanding of each of these concepts, pupils need to learn geographical skills (the 'how'). These skills are known as 'disciplinary concepts.' Our curriculum aims to teach pupils the skills in order for them to 'think like a geographer'. This will help them understand the processes and methods used to build knowledge within this subject. From EYFS onwards, our curriculum identifies which disciplinary skills should be used so that pupils gain

knowledge of environmental, human and physical processes. These skills will enable our children to use and apply their learning in new contexts. These skills will teach pupils how to use what they know from one context in another, think about alternative futures and consider their influence on decisions that will be made. In developing pupils' disciplinary knowledge, we allow pupils to:

• take a holistic view of the content studied

• establish whether the geographical questions posed, the methods used, and the answers found are valid

• recognise the interconnectedness of different geographical content

• appreciate what it means to be a geographer by asking geographical questions such as

- 'why is this place like this?',
- 'how is this place changing?'
- 'how are other places affected?'

The following disciplinary knowledge underpins our geography curriculum:

Locational and spatial understanding (where places are). Our curriculum enables pupils to get better at locating and naming places using their cumulative knowledge of the terrestrial and marine regions of the earth and their understanding of scale of distance and area. Each place has a specific location, which can be described using the language of position on the earth's surface and related to descriptions of region including hemisphere, continent, country and subsequently smaller regional and area descriptions.

The characteristics of a place (what places are like). Our curriculum enables pupils to get better at identifying, describing in detail and explaining distinctive features of the physical characteristics of places and what it is like for people to live there. Each place has a unique combination of physical and human features.

The characteristics of a place include the physical features of the earth's surface and the climatic conditions in that place. The characteristics of the people who live in a place include the distribution of the population and varied aspects of their culture. Places are complex, and there is variety within small-scale localities as well as in large regions. Study of similarities and differences enable pupils to identify patterns and generalise, linking concrete examples to abstract concepts.

The interconnection of human and physical characteristics. Our curriculum enables pupils to get better at describing and explaining how people's lives are influenced by the physical characteristics of places, and how places have changed and are changing because of the impact of human activity on the physical environment. Places do not exist in isolation, but are interconnected with others through social, economic, environmental and political processes. Places are simultaneously similar and different, connected and unique. Global interconnection and interdependence have been coincident with inequality and uneven development. Priorities that inform global interconnections have the potential to change.

Map skills. Our curriculum enables pupils to get better at creating, reading and interpreting a variety of maps and mapping tools to inform their study of places. Familiarity with creating, interpreting and comparing increasingly detailed and complex maps supports the ability to think spatially which underpins the knowledge and understanding of location and place.

Using evidence gathered from fieldwork. Our curriculum enables pupils to get better at gathering evidence from places they have studied at first hand, presenting this evidence and explaining patterns they have identified and conclusions they have reached. Fieldwork is an essential element of geographical study, enabling pupils to gather evidence at first hand and to see concrete manifestations of what may otherwise be abstract concepts.

Communicating geographical knowledge and understanding. Our curriculum enables pupils to get better at demonstrating and explaining what they have

found out from their study of places.

It is from this knowledge (substantive) and development of these skills (disciplinary) that pupils gain a deeper understanding of the subject

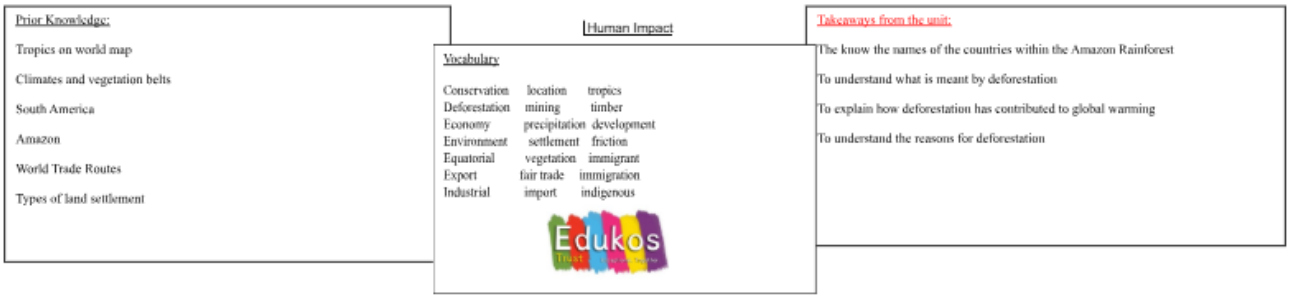
The sequence of learning: The order in which the units of learning are sequenced throughout the school is organised by the geography subject leader and other teaching staff. The rationale behind this sequence (the 'what, when and why') is carefully arranged so that opportunities for revisiting prior knowledge are woven into each unit meaning that learning is built upon time and time again.

<u>An example overview of Units of Learning:</u>

LONG TERM PLAN 2 YEAR CYCLE			
	Autumn	**Spring**	**Summer**
Year 1/2 Cycle 1	WHERE WE LIVE (4 countries of UK and their capital cities/ physical and human geography.)	WHERE IN THE WORLD? (Comparison with a non - European country)	KINGS AND QUEENS (The role and changes in Monarchy over the last 100 years)
		FLORENCE NIGHTINGALE (The significance of her role in history)	WHAT'S THE WEATHER LIKE (Weather patterns in the UK and the world)
Cycle 2	THE GREAT FIRE OF LONDON (The chronology of this event and it's legacy)	JOURNEY OF A TIN OF BEANS (Mapwork plotting the journey from food to fork)	VICTORIANS (What society was like and how it has changed since)
	CHILLY PLACES (7 continents, 5 oceans, North/ South Poles and equator. The relation of hot/ cold places and equator.)		LOCAL FIELDWORK STUDY (School and surrounding area)

Each unit of learning has a 5 or 6 lesson teaching sequence which is built around the four substantive concepts: Place, Location, Human/ Physical geography and Mapping/Fieldwork Skills. Also identified are the disciplinary skills which should be used.

Unit of Learning and Teaching Sequence:



Prior Knowledge:

Tropics on world map

Climates and vegetation belts

South America

Amazon

World Trade Routes

Types of land settlement

Human Impact

Vocabulary

Conservation	location	tropics
Deforestation	mining	timber
Economy	precipitation	development
Environment	settlement	friction
Equatorial	vegetation	immigrant
Export	fair trade	immigration
Industrial	import	indigenous

Takeaways from the unit:

The know the names of the countries within the Amazon Rainforest

To understand what is meant by deforestation

To explain how deforestation has contributed to global warming

To understand the reasons for deforestation

Subject knowledge for teachers…(a brief outline of the topic) Understanding how human needs / desires can impact on the world we live in

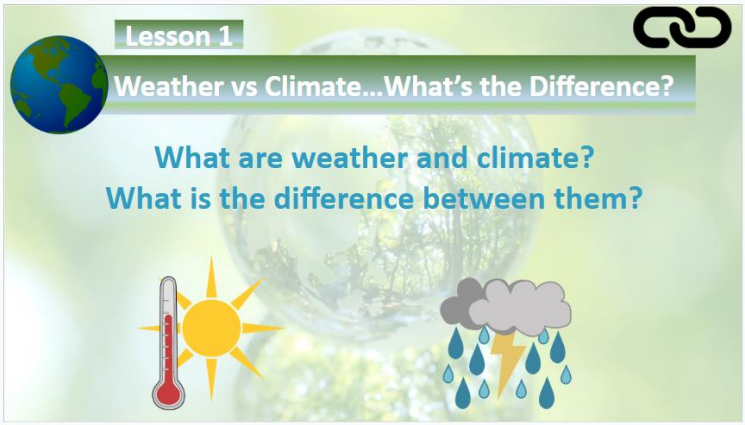
Sequence of learning:

Place	Location	Physical	Human	Geographical skills and fieldwork	Consolidation /assessment
The know the Amazon Rainforest consists of: Brazil 60% Peru 13% Columbia 10% Bolivia Equador Venezuela Guyana Suriname French Guiana	Understand that rainforests are located around the world and are found in the tropics, the region between the Tropic of Cancer and the Tropic of Capricorn, just above and below the Equator. To use the eight points of a compass, six figure grid references, to identify rainforests in the world.	To understand the term 'deforestation' To understand the scale of deforestation To understand the impact of deforestation on global warming Understand the impact of climate changes	To understand that deforestation happened and is happening as a consequence of human needs – settlements, mining, farming, timber Describe and understand the impact on the global economy and the key aspects of settlements, land use, energy, food, minerals and water	Plan own observations and enquiry Communicate on geographical issues in ways appropriate to the task and audience Analyse evidence and suggest further enquiry Extend the depth of vocabulary used	
Children WT	Children WT	Children WT	Children WT	Children WT	Children WT

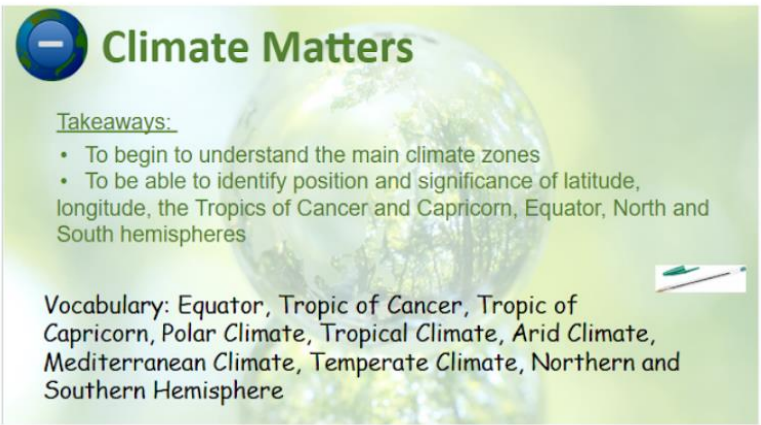
Disciplinary skills taught through the unit	
	Evaluate findings, identify and clarify main features of an argument. Gather information to justify opinions from different points of view Use a wider variety of maps to locate places in the World Develop use of complex aerial photos, satellite images, photographs and pictures to supplement and compliment other photographs in the investigation and formulation of geographical questions Develop use of complex reference books/ newspapers to access information Develop use of T.V./radio programmes to research information and answer questions Gather information and interview visitors in an organised and pre-determined manner Use of secondary sources to identify relevant geographical questions and issues

Teaching follows a uniform lesson sequence using a 'Connect and Demonstrate' structure. During the 'Connect' part of the lesson, children will be given the opportunity to revisit previous learning through a simple task. Opportunities for revisiting prior knowledge are woven into each unit of learning allowing children to embed content, which has been previously learned, through revisiting, repeating, recalling and reviewing. The 'Connect' session is then followed by the teaching input which reflects the 'takeaway' for that lesson. This will involve methods outlined in the section below. During the 'Demonstrate' part of the lesson, children will work independently to 'demonstrate' what they have learnt during the lesson.

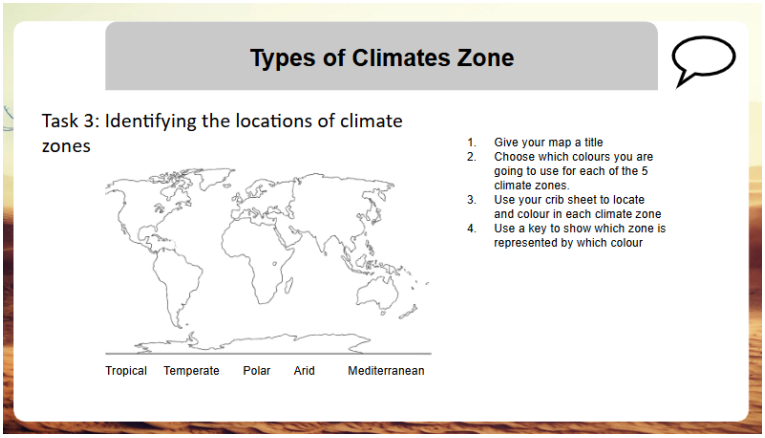
A 'Connect'



A 'Takeaway' and vocabulary



A 'Demonstrate'



During or at the end of each lesson, children's independent learning is assessed against the 'takeaway' and this forms part of the formal assessment procedure outlined in Section 6. Assessment then informs the next step of the planning process where gaps in learning or misconceptions are identified and built into the next lesson. This cycle is called the "Assess, Plan, Do, Review" process

Assessment Tracker:

Geography and History Assessment LKS2 Cycle 2 2024 - 2025								
THE WATER CYCLE								
Names of children Learning Objective not acheived		**Learning Objectives**	Name and locate the River Thames	Name and locate some of the UK's significant hills mountain environments	Describe and name the key landscape features of river and mountain environments	Explain the water cycle in appropriate geographical language	Describe (some of) the processes associated with rivers and mountains.	Can use the zoom function of a digital map to locate places eg: rivers and mountains
J BLOGGS								

5. Teaching and Pedagogy

In geography, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In geography, the following approaches will be used, and be evident in lesson observation, pupil voice and, when appropriate, children's curriculum books, in order to ensure that the geographical learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their geographical experiences in school:

- Direct teacher instruction; modelling of skills and techniques; demonstration; modelling use of appropriate vocabulary i context.
- Enquiry-based learning

- Teacher modelling; questioning; mix of individual, paired and group instruction
- Pupil-led learning; opportunities to showcase learning
- Being introduced to the key vocabulary that a geographer would use; defining the key vocabulary that a geographer would use; high expectations of pupils 'talking' like a geographer.

6. Assessment

At Beverley St Nicholas assessment in geography comprises of teacher assessment during the delivery of lessons. Children are given tasks linked to the 'takeaways' laid out in the school's unit plans and they assessed against these. It is the responsibility of each individual class teacher to implement this through planning activities linked to the geography National Curriculum. At the end of each term, teachers judge children against these criteria using the school's assessment system Arbor. This data is then analysed by the geography subject leader.

7. Resources

Teachers will ensure that geography resources are used to support and enhance teaching of geography. Resources such as globes, atlases, maps, compasses, measuring equipment (small and large scale), posters, binoculars, clipboards, interactive resources will be used regularly throughout units of work. Geography based topic books will be made available in classrooms when geography units of work are being taught. Ongoing working walls will ensure children have access to key language, vocabulary and meanings.

8. Equal Opportunities and Inclusion

All pupils are entitled to access the geography curriculum at a level appropriate to their needs At Beverley St Nicholas Primary school, we are committed to providing a teaching environment which ensures all children are provided with

the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

9. Subject Leader Responsibilities

- The Geography subject leader is responsible for:
- Monitoring the teaching and learning of geography.
- Each class teacher is responsible for delivering geography to their class.
- Overseeing and implementing the geography policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Attending training and providing staff with appropriate feedback and CPD.
- Attending courses to keep knowledge up to date and feedback to staff upon return.

10. Parental Engagement and Reporting to Parents

It is the aim of the school to involve parents as much as possible in their children's education. Parents are invited to half-termly Stay and Play sessions which, over the year, should have a humanities focus. This provides the children with a valuable opportunity to both celebrate their learning with parents and carers who can also participate in engaging activities. Curriculum letters are sent home every term detailing learning content in geography. Key geographical vocabulary for each area of learning is also included as are texts that can be used to support learning. Parents are kept informed regularly of their child's progress, both formally and informally through parent consultations and end of year reports. Regular updates about children's learning are shared on our whole school virtual

platform Class Dojo. Visitors with careers relating to geography, visit our school to raise awareness of careers based on geography. Children are regularly awarded Time to Shine certificates for their learning in geography and this is celebrated in our weekly whole school achievement assembly. In geography, parents and other relatives can contribute by bringing their memories, artefacts and knowledge to the children and their lessons.

11. Policy Review Policy Reviewed: March 2025
Review Date: March 2027