



# Hill Farm Primary

## Geography Policy

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<b>Review Cycle</b>	Two yearly
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<b>Policy approved by</b>	
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### Geography at Hill Farm Primary School

#### Introduction

Hill Farm Primary School believes that Geography is an essential part of the curriculum and teachers ensure that the children develop their knowledge of geographical enquiry, physical geography, human geography and geographical knowledge. Skills developed through Geography help pupils make sense of their surroundings and the wider world. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Through their work in Geography, children learn about their area and compare their life in this locality to other regions in the United Kingdom and in the rest of the world. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind. Using concepts that are regularly repeated over each key stage, connections can be made, knowledge and skills can be built upon and learning is secured in the long-term memory.

A theme-based approach to curriculum planning is employed within the school. The teaching of Geography is organised through termly or half-termly topics.

#### The school's aims are to:

Our aim is to develop our children as geographers, providing them with the skills to further their learning independently.

- \* To incorporate our school values into all lessons, to develop the children as confident, positive learners.
- \* To foster the children's sense of awe and wonder at the world around them.
- \* To help our children to develop a sense of identity through learning about the UK and its relationships with other countries.
- \* To enhance children's sense of responsibility for the earth and its inhabitants.
- \* To teach the skills and knowledge necessary to develop children as geographers.
- \* To enable children to gain knowledge and understanding of physical and human processes which shape places.
- \* To encourage learning through enquiry-based projects and lessons in order to develop children's independent research skills.
- \* To develop the skills to use, draw and interpret maps.
- \* To communicate clearly employing a wide range of media.
- \* To enrich other areas of the curriculum.

**The National Curriculum aims in Geography are to ensure that all pupils:**

"A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time." The 2014 Primary National Curriculum in England, Geography.

At Hill Farm, the children will learn:

- To develop an understanding of their local area and their place in the world.
- To identify the countries and capital cities in the UK, name and locate the world's continents and oceans and identify countries of the world that are studied.
- To identify and describe physical and human features of places using a range of sources.
- To ask and answer geographical questions, and express their own views about places, giving reasons for their responses.
- To investigate patterns: describing changes over time in the local area, identifying weather patterns in the UK and comparing these to other areas of the world, comparing and contrasting different places, exploring the geographical diversity across the world and how places are interconnected and independent.
- To explore the rich diversity within the planet, by studying places and cultures.

- To use the eight points of a compass, four-figure grid references, maps and a key to communicate knowledge of the UK and the wider world.
- To create maps of locations, identifying patterns, such as land use, population density and climate zones.
- To communicate geographically, using a rich geographical vocabulary.
- To develop fieldwork techniques to observe, measure and record features in the local environment.

### **Objectives/Topics Covered**

#### **Key Stage 1**

##### **Pupils should be taught about:**

Using basic terminology relating to physical and human geography, and using geographical skills and first-hand experience to enhance their locational awareness. They will develop their knowledge of the world, the UK and their own locality, through asking and answering questions about places, taught through stories and other sources. They will develop their understanding of map work, building knowledge of how to read and create their own maps. Key geographical objectives that the children will cover are:

- Y1 – Into the wondrous woods: A local area study.
  - Describe similarities and differences in physical and human features of an area of the UK and a contrasting European country.
- Y1 – Let's head to the outback: A study of a non-European country.
  - Describe similarities and differences in physical and human features of an area of the UK and a contrasting non-European country.
  - Use simple compass directions and locational and directional language.
- Y1 – In Year 1, children also revisit termly 'Seasonal changes', looking at the changes in weather throughout the year (linked to Science).
- Y2 – A Kingdom United: A study of the UK.
  - Name, locate and identify characteristics of the countries of the UK.
  - Use aerial photographs to investigate physical and human features of the UK.
- Y2 – Inside the Marvellous Mind of Roald Dahl: A study of the world.
  - Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
  - Use simple compass directions and locational and directional language.
- Y2 – Where's Wally Wandering? A comparison of the UK to a non-European country (India).
  - Name and locate the world's 7 continents and 5 oceans.
  - Compare and contrast a small area of the United Kingdom with that of a non-European country (India).
  - 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.

## Key Stage 2

### Pupils should be taught about:

The location and characteristics of a range of the world's significant human and physical features. They will extend their knowledge and understanding beyond their local area, to include the UK and Europe, North and South America. Children will continue to build upon their locational and place knowledge, using a wide range of geographical terms to compare and contrast places. They will use a range of sources for in-depth studies into areas around the world, and develop map work skills to understand, use and create maps of their own. Key geographical objectives that the children will cover are:

- Y3 Coventry: A City of Culture: A study of the local area.
  - Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
  - Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom.
  - Use the eight points of a compass, four-figure grid references, symbols and keys to build knowledge of the United Kingdom and the world.
  - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies
- Y3 – Groovy Greeks: European Geography.
  - Locate the world's countries, with a focus on Europe.
  - Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Y3 – Rotten Romans: A study of the UK and Europe
  - Locate the world's countries, with a focus on Europe (European countries invaded by roman empire)
  - Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time (impact Romans had to Britain)
  - Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (impact Romans had to Britain)
  - Use a wide range of geographical sources in order to investigate places and patterns.
- Y4 – Anglo Saxons and the Vikings: Human geography- settlements.
  - Locate the world's countries, with a focus on Europe and countries where Vikings came from and their journey to England.
  - Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time, for example, place names linked to the Viking era.

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- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom.
    - Describe and understand key aspects of physical and human geography.
  - Y4 – Eurovision: A study of a European country.
    - Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
    - Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
    - Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region in a European country.
    - Describe and understand key aspects of physical and human geography.
  - Y5 – Is it right to fight?: Map work- The UK, Europe and the wider world.
    - Name and locate counties and cities of the UK.
    - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes
  - Y5 – Dr. Disease: Map work- locating countries of Europe and Asia.
    - Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.
  - Y5 – Tomb Raiders: A study of a non-European country.
    - Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.
    - Use the eight points of a compass, four-figure grid references, symbols and keys.
  - Y5 – Out of this World: A study of the Earth
    - 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).

- Y5 – Survival: A study of the biomes of the world
  - Locate the geographic zones of the world. (mountain, desert, polar, sea)
  - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
  - Understand the significance of the geographic zones of the world.
  - Use the eight points of a compass, four-figure grid references, symbols and keys.
  - Use fieldwork to observe, measure and record the human and physical features of geographical zones.
  
- Y6 – Earth: Fractured or Flourishing?: A study of natural disasters

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- Locate the world's countries, with focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
  
  - Describe and understand key aspects of physical and human geography.
  - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
  - Use the eight points of a compass, four-figure grid references, symbols and keys.
  
  - Y6 – Mexico: A study of a North American country.
    - Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
    - Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
    - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
    - Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

### **Planning and Evaluation**

Long term Geography planning, mapped out by the subject leaders, is informed by the National Curriculum, ensuring coverage of all the key subject content. Teachers use the long term plans to develop medium term planning in a Theme-based approach. Teachers are responsible for developing lesson plans to engage the children and to bring Geography to life. They do this by planning inspiring activities, such as wow days to begin new themes, trips to enhance the children's learning and a series of lessons pitched appropriately for their year group. This is regularly quality assured by the subject leader.

## **Assessment**

The assessment of children's learning in Geography is ongoing to ensure that understanding is being achieved and that progress is being made. Pupils' understanding is checked effectively both in and after lessons. Teachers use observation, questioning and discussion to support formative assessment during the teaching of each objective. Feedback to address misconceptions or challenge learning further is provided to the pupils and they have time to reflect and respond to this. Formative assessment of pupil progress against the key skills progression is used to support teacher's judgements, to inform future planning and to facilitate differentiation. Progress is reported to parents/carers orally as well as in a written report. These judgements are validated by continuous moderation.