



## Pilgrims' Way Primary School

### Geography Policy

Reviewed: Autumn Term 2023

Review date: Autumn Term 2024

#### **Intent:**

At Pilgrims' Way Primary School, we aim for a high-quality geography curriculum which inspires in pupils a curiosity and fascination about the world and its people. It is our intention that pupils become more expert as they progress through the curriculum, accumulating and connecting **substantive** and **disciplinary** geographical knowledge.

- **Substantive knowledge**- this is the subject knowledge and explicit vocabulary used to learn about the content
- **Disciplinary knowledge**– this considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that children gradually become more expert by *thinking like a geographer*.

Our enquiry-based geography curriculum ensures that pupils develop the knowledge, skills and understanding of the key geographical concepts of **locational and place knowledge, human and physical processes** and **geographical skills** ensuring that they achieve and exceed the aims of the National Curriculum for Geography.

#### **Implementation:**

##### **Our Geography Curriculum**

Geography at Pilgrims' Way is taught in termly blocks three times a year (with the exception of the foundation stage). We implement a geography curriculum that is progressive throughout the whole school, developing both geographical knowledge and skills. At Pilgrims' Way, we ensure that geography has the same importance given to it as the core subjects, as we believe that it is important that children are taught as broad and varied a curriculum as possible.

##### **EYFS**

In EYFS, pupils will follow the Early Learning Goals:

- **People, Culture and Communities.** The children will describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps. They will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps.

- The Natural World. They will know some similarities and differences between the natural world around them and contrasting environments, drawing on their own experiences and what has been read in class.

### **Key Stage 1**

In Year 1 and 2 pupils will:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- 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 aerial images and plan perspectives to recognise landmarks and basic features.
- Name and locate the world's continents and oceans.
- Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- Use basic geographical vocabulary to refer to key physical features and key human features of geography.
- Devise a simple map and use and construct basic symbols in a key and use simple grid references.

### **Key Stage 2**

In year 3, 4 pupils will:

- Use maps, atlases and globes to locate countries and describe geographical features.
- Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.
- Describe geographical similarities and differences between countries.
- Describe key aspects of physical and human geography.
- Use the four points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

In year 5 and 6 pupils will:

- Identify and describe how the physical features affect the human activity of a location.
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics.
- Identify and describe the geographical significance of latitude, longitude and the Equator.
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe and understand key aspects of physical and human geography.
- Use the eight points of a compass, six-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

### **Inclusion**

The geography curriculum at Pilgrims' Way is designed to make learning relevant and meaningful by embedding context and activating students' prior knowledge. Pupils are given opportunities to demonstrate their learning through cultural and personal links. Mainstream core standards are used to support all children's access to the geography curriculum with learning scaffolded to support

learners' diverse needs. Teaching opportunities across the geography curriculum are designed to develop language and literacy so that pupils become fluent in the academic language of the primary curriculum.

We actively liaise with parents to help them support their children's learning.

### **Health & safety**

Any trips outside of the school must be risk assessed.

### **The role of the subject leader and Humanities Hub**

The geography subject leader forms part of the Humanities Hub within the school alongside the R.E, MFL and History subject leaders.

The geography subject leader (supported by the Humanities Hub) is responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Humanities Hub will complete an annual action plan where they will evaluate the strengths and weaknesses in geography and indicate areas for further improvement. Throughout each academic year, the subject lead (supported by the Humanities Hub) must undertake monitoring of geography across the whole school.

### **Impact:**

#### **Assessment, attainment and monitoring**

The geography subject leader and class teacher are responsible for assessment, attainment and monitoring the standard of the children's work and the quality of teaching in geography through class tracking and in line with the school's assessment policy.

The impact of this is to ensure that children at Pilgrims' Way are equipped with the geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

### **Review**

This policy will be reviewed and updated annually by the Humanities Hub as part of an ongoing review of the subject. This will be shared with staff and put onto the school's website.