



St Anne's R.C.  
Nursery and Primary School

**Geography Policy  
2022-23**

“To help every person here to **achieve** his or her best in **work** and in **play**.

To **celebrate** whatever is **good** and to **follow** in the footsteps of **Jesus** by supporting and forgiving each other,

For the honour and glory of God.

## **Overview**

This document is a statement of the aims, principles and strategies for the teaching and learning of Geography at St Anne's Catholic Nursery and Primary School. It contributes to the school's philosophy of teaching and learning as expressed through our Mission Statement.

### **Intent**

At St Anne's, we believe that geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at St Anne's enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at St Anne's and also to their further education and beyond.

### **Implementation**

Geography at St Anne's is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children can convey what they know already as well as what they would like to find out. This informs the programme of study and ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in geography are specifically planned for, with strong links between geography and literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice.

### **Impact**

Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own

target areas. Children also record what they have learned comparative to their starting points at the end of every topic. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context.

## What are the key knowledge concepts in Geography at our school?

Locational Knowledge	Place Knowledge	Human Geography
<p>Continents and oceans Four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>World's countries, focusing on Europe and North and South America</p> <p>Counties and cities of the United Kingdom,</p> <p>Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>	<p>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</p> <p>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</p>	<p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
Physical Geography	Geographical Skills	Fieldwork
<p>Seasonal and daily weather patterns in the United Kingdom the Equator and the North and South Poles</p>	<p>Effectively use world maps, atlases, globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>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.</p>

<p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Effectively use digital/computer mapping to locate countries and describe features studied</p> <p>Effectively use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Use the 8 points of a compass,</p> <p>4 and 6-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Effectively 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</p>
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# How do we know our children have made progress?

## End of Foundation Stage

### Children can

- 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, drawing on their experiences and what has been read in class.
- 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, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## End point KS1

### Children can

- Name and locate the world's seven continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries in the United Kingdom
- Understand similarities and differences of a small area of the UK and contrasting non- European country
- Identify seasonal and daily weather patterns in the UK
- Locate hot and cold areas of the world
- Use basic geographical vocabulary to refer to key human and physical features
- Use world maps, atlases and globes
- Use simple compass directions and positional language

## End of KS2

### Children can

- Locate the world's countries, continents, oceans using a range of sources
- Locate and name characteristics of a range of the world's most significant human and physical features
- Name and locate counties and cities of the UK including key topographical features (i.e. hills, mountains, coasts)
- Talk about land-use patterns and understand how these aspects have changed over time
- Identify the position and significance of different key points around the globe (latitude, longitude, equator, hemispheres, Arctic and Antarctic Circle)
- Understand geographical similarities and differences of a UK region, region a European country and a region within North or South America
- Describe key aspects of physical and human geography
- Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features that have been studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and wider world
- Use field work to observe, measure, record and present human and physical features in the local area using a range of methods i.e. sketch maps, plans, graphs, digital technologies

## Geography Long- Term Plan:

Year	Autumn	Spring	Summer
EYFS	Natural world changes- seasons, Our changing world and the local environment, seasonal changes: autumn	British wild animals, our local environment, seasonal change: spring	Contrasting environments, changes states of matter, the beach and UK and other holidays
Year 1	All About Me Local Area, Location, place and human geography	The UK Location and map work four countries, capital cities and the surrounding seas	Around The World Maps, continents, place and physical and human geography
Year 2	Mapwork Maps, atlases and fieldwork, Human and physical geography	Our wonderful world Human and physical features in the local area, the world's 7 continents and 5 oceans	Sensational Safari Continents and oceans, Africa, comparison, foods/artefacts of the world
Year 3	Natural disasters (volcanoes and earthquakes) Human and physical geography	The UK To locate geographical regions, human and physical geography	Land Use Settlers Local Area Settlement Enquiry Fieldwork, mapwork and digital/ computer mapping
Year 4	Roman Settlements Fieldwork, use of maps	Rainforests and South America – persuasive sustainable campaign Human and physical geography	European locational and place knowledge
Year 5	Settlements Energy and the environment Human and physical geography	Biomes, climate zones and vegetation belts Give reasons for similarities and differences between regions	The amazing Americas Key physical and human characteristics of North America; use of maps
Year 6	Mountains, Rivers and coast Place and location of and map skills. Constructing and using maps, geographical skills – direction	Industrial revolution How Europe has changed overtime. Human and Physical Geography, Geographical Enquiry, Fieldwork.	Ancient Greece Place knowledge – comparing regions human and physical. Geographical enquiry

Key Geography Vocabulary Coverage:				Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce	Challenge for this age group
	Human features	Physical features	Specific content Geographical map skills and fieldwork		
<b>EYFS</b>	Building Town Farm Road park path people Museum Library	Beach sea lake river desert mountain / hill countryside forest / wood weather seasons	Map local place globe	Village city shop land house motorway language world water pond	
<b>KS1</b>	Human As above plus...  key human features city, town, village, factory, farm, house, office, port, harbour shop Capital city country	Physical As above plus...  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season weather Marine	As above plus... <b>name and locate the world's 7 continents and five oceans</b> Asia Africa North America South America Antarctica Australia/ Oceania/ Australasia Europe Arctic Southern, Pacific Atlantic Indian  <b>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</b> England Scotland Wales N. Ireland Belfast Cardiff Edinburgh London North/ Irish/ Celtic Seas English Channel United Kingdom	As above plus... Environment recycle Compass Compass points: East North South West Fieldwork plan aerial photograph map key symbols Equator hot/cold Direction key Country Continent globe atlas Address Right/ left patterns characteristics surrounding seas contrasting non - European	Scale route planner grid vegetation urban rural challenge diverse places, resources and natural and human environments,

<p><b>Lower KS2</b></p>	<p>Human geography as above plus...  Urban region Europe Country</p>	<p>Physical geography as above plus... Landscape Hills and mountains N.B. including the UK names e.g. Pennines Grampians,</p>	<p>As above plus... Observe/measure /record Environmental Region Compass points: NW NE SE SW Ordnance Survey map/ Scale 4 figure grid reference</p>	<p>As above plus... globally significant Land use Mountains river features equator hemisphere food chain Differences/similarities Compare/ contrast City/country/continent</p>	<p>Latitude Longitude Tributary confluence meander estuary source mouth Topographical Services</p>
	<p>County Economy Trade Energy</p>	<p>Cambrians Southern Uplands Cotswolds North and South Downs etc.) coast Rural Climate Erosion deposition earthquake volcano water cycle Alps Geology Minerals and rock types e.g chalk, slate granite Sandstone Biomes/ Vegetation belts e.g. Tundra Coniferous &amp; Deciduous Forest Mediterranean Mountainous Desert</p>	<p>Minerals</p>	<p>Atlas/map/globe United Kingdom Great Britain Condensation Evaporation Change/ effect Interaction between physical and human processes, formation interconnected and change over time.</p>	<p>Precipitation Tropics of Capricorn and Cancer terrestrial</p>



<b>Upper KS2</b>	As above plus... Trade Deforestation Derelict Economy Tourism	As above plus... Tributary confluence meander ox bow estuary mouth source biomes climate zones	As above plus... Analysis of data Global warming Latitude Longitude North/ South hemisphere Tropics of Capricorn and Cancer Time differences	As above plus... spatial variation vegetation Erosion deposition Headland Resort Cliff Bay delta Geographical influences / significance 6 figure grid reference Climate change Ordnance Survey Geographical Information Systems	Relief Digital mapping
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## How does our school ensure progression in our key knowledge and concepts in Geography?

- Curriculum identifies points where comparisons can be made
- Key concepts are revisited year on year to consolidate pupils understanding
- Knowledge taught builds on prior learning and is therefore more in depth
- Increasing complexity of subject specific language and precision is expected
- Children are able to make comparisons between local, regional, national and international localities
- Knowledge organisers show precise knowledge and vocabulary that children will learn in each topic
- Children to develop their knowledge and understanding using a range of sources including maps, atlases, globes, digital/ computer mapping to locate places, countries, continents and describe features
- Pupils can demonstrate their knowledge and understanding as geographer
- Pupils have robust knowledge and can therefore talk about a range of diverse places and people using subject specific vocabulary.
- Children have excellent knowledge of key geographical vocabulary and can confidently apply it in the correct context.
- Pupils have a growing knowledge about the world and a deep understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments.
- Pupils will communicate geographical information in a variety of ways, including through maps, numerical and quantities skills and writing at length