



BROOKFIELD PRIMARY SCHOOL
Geography Policy

Intent (Ambition)

At Brookfield Primary School, children will:

- Create a growing curiosity and a sense of pride of the local area and the world around them
- Know how changing human and physical features influence our land use for both better and worse
- Develop a love of places, people and cultures, building up skills as geographers

Implementation

The curriculum is led and overseen by the Geography lead, who undertakes a regular programme of monitoring, evaluation and review. Geography is taught every term for an hour and a half weekly. Where possible links are made with other curriculum areas in order to support children linking ideas and enabling teachers to be able to go over key facts and sticky knowledge more often.

To ensure continuity and progression for all pupils the curriculum is carefully organised from EYFS to Year 6 to ensure that our pupil's knowledge and understanding of geography develops over time and builds on the skills they have learnt in previous years.

Teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork. When sessions lead to leaving the school grounds staff carry out a risk assessment.

Within the Geography curriculum the children will use a wide range of resources to such as maps and atlases as well as online tools to develop their map reading skills and to support them in comparing localities.

Impact

At the end of their time at Brookfield Primary School, we expect pupils to have achieved the following:

- To have developed a Geographical knowledge of the place they live.
 - To be able to compare and contrast their local area with other localities both in the United Kingdom and localities from different continents.
 - To know how we as humans have an impact on our world not only on a local level but worldwide.
 - To identify key geographical features of different areas in the world.
 - To be able to use fieldwork skills to deepen their understanding of a Geographical area.
 - To have a deepened knowledge of diverse places, people, resources and natural and human environments.
 - To know how to read a range of maps and produce their own.
 - To have gained a curiosity about the world around them, how it has evolved and why.
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- To develop their awareness of the UNCRC and its global impact.

Equal Opportunities

All activities will be planned in such a way as to encourage full and active participation by all pupils.



Assessment

Children will be assessed throughout a topic using AFL strategies with a summative assessment recorded on 'otrack' at the end of each unit. Specific topic vocabulary will RAG-rated (red, yellow, green) both at the beginning and the end of each unit to show how understanding has been developed alongside geographical skills used within each topic initiated on completion. Parents are informed annually, through a student report, of their child's effort and attainment grades.

Subject content

EYFS

Pupils will begin to develop their knowledge and sense of the world around them from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

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.

Pupils will be taught to:

Location 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:
 - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - 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 (e.g. near and far; left and right) to describe the location of features and routes on a map.
- 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 and the key human and physical features of its surrounding environment.

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 will be taught to:

Location 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:
 - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - 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 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.