

<b>Curriculum Policy:</b>	<b>Geography</b>
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### Intent:

Our vision here at Cleves is to foster a sense of curiosity and wonder in pupils, inspiring them to explore the world and its diverse population with fascination and enthusiasm. The subject of Geography is an ongoing process that demands a range of skills and knowledge, drawing from various disciplines, to keep up with the ever-evolving nature of our rapidly changing world. We believe Geography allows pupils a unique insight into understanding the natural and human environment. Furthermore, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes. This will develop children's inquisitive nature across the school. In EYFS, pupils will get a sense of place by observing, exploring and investigating their immediate environment. In Key Stage 1, pupils will build their curiosity into the United Kingdom and the rest of the world while also analysing the human and physical features. In Key Stage 2, pupils will develop their understanding of earthquakes and volcanoes and apply critical thinking to complex concepts such as trade. Pupils will have the experience to extend their knowledge and skills in Geography through enquiry, using maps, atlases, compass directions and carry out fieldwork and observations.

### Implementation:

The curriculum has been carefully sequenced to ensure pupils can build on prior learning and impart crucial geographical skills. For example, being able to use a compass correctly, using simple field work and observational skills to identify the human and physical geography surrounding their environment. Furthermore, the progression of the curriculum allows pupils to begin with foundation knowledge to support and deepen their understanding of topics which they will learn in the later year. For instance, in Reception, pupils learn about pollution and environmental changes which links to the topic of renewable energy and resources pupils are learning in year 6. In lessons, pupils point out what they know, what they would like to know. Geography is regarded as an investigative subject therefore pupils are encouraged to ask questions and examine their findings.

### Impact:

The impact of the Geography curriculum on pupils can be significant as it helps to develop critical-thinking, communication and problem-solving skills. In EYFS, pupils learn to analyse and produce simple maps based on their local area. As they progress to Key Stage 1, they continue to study their local area, investigating both its human and physical features. Furthermore, they expand their understanding to encompass the wider world, including countries and continents. This aims to foster a sense of place and encourages pupils to think about their own identity and the world around them. At Key stage 2, pupils build on this knowledge and study a range of physical and human geography topics such as rivers, mountains, cities and trade. This helps to develop a deeper understanding of geographical understanding of concepts and skills such as map reading and data analysis. Additionally, the Geography curriculum at Key Stage 2 also covers topics related to sustainability such as managing resources and reducing waste which helps to instil a sense of responsibility for the environment.

### Equality, Diversity & Inclusion

All pupils will be given equal access to the entire geography curriculum, including fieldwork and educational visits. Where required, pupils with SEND will be provided with additional support in order to fully engage with the curriculum. Where it is inappropriate for a pupil to participate in a specific lesson because of reasons related to any protected characteristics, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary. Our school has a vision for a curriculum that is diverse, encompasses a global context and is historically adept. Pupils at Cleves are consistently developing skills which enable them to succeed in a diverse world.

### **The strands in Geography are:**

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: geography programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Educational Visits and School Trips Policy
- Health and Safety Policy

### **Roles and responsibilities**

#### **The governing board will be responsible for:**

- Ensuring a broad and balanced geography curriculum is implemented in the school.
- Ensuring the school's geography curriculum is accessible to all pupils.

#### **The headteacher will be responsible for:**

- The overall implementation of this policy.
- Ensuring the school's geography curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the geography curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching geography.

#### **The geography lead will be responsible for:**

- Preparing policy documents, curriculum plans and schemes of work for geography.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of geography, providing support for staff where necessary.
- Organising the deployment of resources and carrying out an annual audit of all geography resources.
- Leading staff meetings and providing staff members with the appropriate training.
- Advising on the contribution of geography to other curriculum areas.

#### **Geography teachers will be responsible for:**

- Acting in accordance with this policy.
- Liaising with the geography lead about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this during ELT meetings.
- Reporting any concerns regarding the teaching of the subject to the geography lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

## The National Curriculum

At Cleves, we run a mastery curriculum however we use the national curriculum for geography as the basis for our curriculum planning. We have tailored our curriculum to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied in each term during each key stage. The geography subject leader works this out in conjunction with SLT and teaching colleagues in each year group. In some cases, we combine the geographical study with work in other subject areas, especially at Key Stage 1. At other times we arrange for the children to carry out a geographical study independently.

All curriculum areas are designed as a progressive model where pupils build on previous learning through their knowledge and application of clear and concise composite goals. Pupils know more and remember more through rehearsal, which leads to a deep and secure knowledge of the key components. At Cleves we strive to deliver exceptional lessons where all children are expected to meet the learning objective and achieve mastery. We recognise the fact that there are children of widely different abilities in all classes and we provide suitable pathways for all children to achieve the learning objective. These pathways include:

- Adaption
- Support
- Deepening Understanding
- Lowest 20% Toolkit

**Adaption:** is the altering or changing of the task so it is accessible for SEND children. The adaption of task should take into consideration the learning objective, stage of geographical learning the child is at and barriers to learning a child may encounter.

**Support:** Support is any resource which may assist a pupil in achieving the learning objective. This may take the form of assistance from an adult (teacher or teacher or teaching assistant), a modelled example of what is needed to succeed in the lesson or any other pictorial or concrete resource that can help the children achieve mastery.

**Deepening Understanding:** Children who have met the objective of the lesson can deepen their understanding of the component or composite goal by completing a task that encourages a child to apply or explain the knowledge and skills they have acquired.

**Lowest 20% toolkit:** These are strategies aimed at the lowest 20% children in your class. They are strategies to enable children working within the lowest 20% to access and meet the demands of our mastery curriculum. These strategies include; Live Modelling, Support or scaffold, varied questions, setting the 'Bigger Picture', key vocabulary, 1:1 support, 1:2 support and carefully planned independent learning time.

## Foundation Stage

We teach geography in the Nursery and Reception classes as an integral part of the topic work covered during the year. As these classes are a part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the 'Statutory Framework for Early Years Foundation Stage 2021' which underpins the curriculum planning for children aged three to five. Geography makes a significant contribution to the of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, understanding hot and cold places, our environment, our sense of place and respecting cultures from around the world.

### **Key Stage 1**

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

### **Key Stage 2**

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized, including history, science and computing.

### **Assessment**

Throughout the school, geography will be taught as a discrete lesson. At our school we teach geography to all children, whatever their ability. Geography is a part of the school curriculum policy. This helps to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. We assess the children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Once they complete a unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum expected standards. We record the attainment grades on Educator and we use these to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year. As well as this, the Geography leader will plan quizzes for each year group which will take place on the penultimate week of each half term. Teachers will use these quizzes to assess what knowledge the pupils have attained and will recap on any learning the teacher feels the children need to revisit in order to progress at the rate expected.

**Cleves Primary School Curriculum Overview**

**Geography Overview**

	<b><u>Autumn 1</u></b>	<b><u>Autumn2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
Nursery (UTW-PCC)	<p><b><u>Sense of place</u></b> - Analysing what is in their local environment -Home -School</p>	<p><b><u>Changes in Seasons</u></b> - identifying what happens in different seasons - Explore the changes</p>	<p><b><u>Changes in Weather</u></b> -Analysing what the weather like in different seasons - Identifying what clothes should be worn</p>	<p><b><u>Animals and Habitats</u></b> -Under the sea -Jungle -Identifying animals that live there</p>	<p><b><u>Exploring My Local Area</u></b> -Identifying what is in the school -Looking at maps of what is outside of the school</p>	<p><b><u>Transport</u></b> - Identifying different types of transport - Explaining what they have used and why</p>
Nursery (UTW-PCC) (Cycle 2)	<p><b><u>Sense of place</u></b> - Analysing what is in their local environment -Home -School</p>	<p><b><u>Changes in Seasons/Weather</u></b> -Identifying what happens in different seasons -Explore the changes - <b>Winter</b></p> <p><b><u>Habitat - Farm</u></b> -Mother and babies -Animal homes -What animals give us</p>	<p><b><u>Changes in Seasons/Weather</u></b> -Identifying what happens in different seasons -Explore the changes - <b>Spring</b></p> <p><b><u>Our Senses</u></b> Hands on exploration e.g. smelling spices</p>	<p><b><u>Animals and Habitats</u></b> -Caring for all living things - Mini beasts -Habitats -Life cycle of a duckling/chick/butterfly</p>	<p><b><u>Journeys</u></b> -Describe routes and locations -Positional language</p>	<p><b><u>Home and Far away</u></b> -Different countries -Compare environments/settings</p>

<p>Reception (UTW-PCC)</p>	<p><b><u>All About Me</u></b> -Local area walk - Identifying what is in our local area -</p>	<p><b><u>Cultures and Communities</u></b> -Exploring different religious festivals - Celebrating different religious festivals -Talking about what they celebrate and why</p>	<p><b><u>Local Area</u></b> Analysing and creating simple maps based on the local area</p>	<p><b><u>Different Habitats Around the World</u></b> -- Exploring a range of habitats and the animals that live there -Exploring why animals live in certain habitats</p>	<p><b><u>Environmental Changes</u></b> -Analysing our effect on the environment (pollution) -Comparing two contrasting environments -Looking at Transport and uses - Why do we use planes? Trains? - Identifying how we get to school - Exploring the best transports to use for journeys</p>	<p><b><u>Hot and Cold Climates</u></b> -Identifying countries with hot and cold climates - Explaining similarities and differences between life in different countries</p>
<p>Year 1</p>	<p><b><u>My local area/East Ham/Newham/Stratford</u></b> Landmarks, personal experiences (Map making) <b>Fieldwork: children visit local area landmark</b></p>		<p><b><u>London</u></b> Landmarks of London, locate on a map, study the Thames. Fieldwork: Visit London to learn about the key London Landmarks.</p>		<p><b><u>Weather</u></b> UK and contrasting non-EU locality (Bangladesh). Children to learn about the surrounding seas, ocean, and mountain ranges etc for each area. Key learning: Cold/hot climates, equator. How climate can affect how people live – the jobs they do. Comparison with non-EU locality.</p>	

Year 2	<p><b><u>Region in the UK</u></b> 8 compass points. Locate, name and describe physical and human features of countries and capital cities of the UK</p>	<p><b><u>Australia</u></b> Physical and human geography of Australia and compare with UK</p>	<p><b><u>Contrast location Coast/Town</u></b> Identify coast and town locations using maps, atlases, globes, aerial images. Identify physical features of a Coast/town. <b>Fieldwork: Trip to a local coastal region such as Leigh-on-sea or Shoeburyness.</b></p>
Year 3	<p><b><u>U.K Topography</u></b> Study of mountains, rivers and landscapes of UK. <b>Fieldwork – visit a key aspect of topography: river, mountain, hill.</b></p>	<p><b><u>Europe and Russia</u></b> Locate Europe and Russia on a world map identifying key characteristics including physical and human characteristics, countries, major cities, rivers, mountain ranges and climate).</p>	<p><b><u>Contrast location Coast/Town</u></b> Identify coast and town locations using maps, atlases, globes, aerial images. Identify physical features of a Coast/town.</p>
Year 4	<p><b><u>North America-California</u></b> Study of the human and physical geography of California. Look at the diverse topography of California. Study the climate and compare with UK.</p>	<p><b><u>South America-Brazil/Rainforest</u></b> Teach biosphere/Atmosphere. Learn about the importance of the Amazon to the environment.</p>	<p><b><u>Natural disasters, Extreme weather and its links to Climate Change</u></b> Study, flooding, tornados, hurricanes, forest fires, volcanic eruptions. Children to understand how climate change effects this.</p>
Year 5	<p><b><u>Tropics of Cancer and Capricorn/ Equator</u></b> Time zones. Analysing similarities between countries on the Equator. Comparing countries in the tropics to UK. Using Grid reference maps referencing longitude and latitude.</p>	<p><b><u>Compare a region in UK with a region in N. America- Saint Lucia</u></b> Learn about physical and human geography of this Caribbean island and compare to UK.</p>	<p><b><u>Trade</u></b> Explore fair trade and identify the trade links between <b>India/China</b> and the UK.</p>

<p>Year 6</p>	<p><b><u>Agriculture, Land use and Farming</u></b> Focus on UK and compare with other regions around the world.</p>	<p><b><u>Development-In depth focus on South Africa</u></b> Children study the human and physical geography of SA, they link to UK and farming. Study and analyse HDI and GDP.</p>	<p><b><u>Renewable Energy and Recycling- Project in Local Area (Greenway)</u></b> <b>Fieldwork – visit local recycling centres.</b> What are local people recycling? Compare this with other regions of the UK and contrast this with countries around the world</p>
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