

East Ayton



Primary
School

Traditional Values, Modern Vision

Geography Policy

Reviewed: December 2023

Next review due: December 2025



East Ayton Primary School



Geography

Rationale

At East Ayton Primary School, we believe that geography helps to **provoke and answer questions about the natural and human worlds**, encouraging children to develop **a greater understanding of their world and their place in it**. It helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas. Geography is, by nature, an investigative subject, which develops an 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 children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key **physical and human processes**.

Aims

The geography taught at East Ayton Primary School aims to ensure that all children:

- Develop age-appropriate, accurate knowledge of the locations, physical and human characteristics of a wide range of globally significant places.
- To use this knowledge to provide a geographical context to study and understand the actions of important geographical processes.
- Understand that these processes give rise to the key physical and human geographical features of the world, how these are interdependent and how they bring about variation and change to the geographical landscape.
- To be able to use geographical vocabulary which is appropriate and accurate, and which develops and evolves from EYFS to KS1 and through to KS2.
- Collect, analyse, and present a range of data, gathered through experiences of fieldwork, to deepen understanding of geographical processes.
- Use and interpret a wide range of sources of geographical information, including maps, diagrams, globes, and aerial photographs.
- To promote children's spiritual, moral, social, and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment.

Key Concepts

The 7 continents, the oceans and sea, our country and capital cities, the local area, natural resources, comparisons with another country, energy and sustainability, local fieldwork, globalisation, human geography – slums, migration, settlements population, physical geography – biomes, water, rivers, weather, climate, mountains, volcanoes, and earthquakes.

Skills Progression

EYFS

In the Early Years, children explore geographical themes and content through the “Understanding of the World” strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find about people, places, technology, and the environment. This is also delivered through Forest school, which provides learners’ regular opportunities to explore the natural environment through hands-on learning experiences.

At Key Stage 1 and 2 the progression of skills is explored through the four main headings.

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical skills and field work.

Key Stage 1

Children will 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 conduct 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.

Children will develop their location knowledge; they will learn to name and locate the world’s seven continents and five oceans. In addition, they will learn to name, locate, and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Children will develop geographical skills and fieldwork skills through three areas of study, location knowledge, understanding of place, human, and physical geography, where they learn to use world maps, atlases and globes, simple compass directions, aerial photographs; plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

Key Stage 2

Children extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America, studying the location and characteristics of a range of the world’s most significant human features including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including climate zones, biomes and vegetation belts, rivers. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Children will continue to develop geographical skills and fieldwork skills, through three areas of study, locational knowledge, understanding of place, human and physical geography, where they learn to use maps, atlases and globes, eight-point compass directions: four and six-figure grid references, symbols and

keys and maps. They will also 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.

Core Skills

Pupils will be competent in the geographical skills needed to : collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes, interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS), communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Literacy Skills

- Drawing and labelling maps.
- Reporting on cause and effect.

Mathematical/Numeracy Skills

- Distance.
- Direction.
- Mapwork- grid references.

Implementation

Strategies and Teaching Resources

At East Ayton Primary School, the children study geography **predominantly discretely** which allows for a clear understanding of the subject. It has been **rigorously mapped against the National Curriculum** to ensure **thorough coverage**. It has its roots in the **EYFS stage** where the children are immersed in teaching focusing upon the **knowledge and understanding of the world around them**. We have created a programme which is progressive across year groups and key stages, and which allows for collaborative learning and economies of scale for cultural enhancements. **Child friendly, learning pathways**, allow children to see **connections and access prior knowledge** from the **content domains**. **Rigorous and systematic monitoring** of the teaching and learning is well embedded and allows for **whole school and bespoke professional development**.

Geography is resourced with a range of the following:-

Maps, plans, photographs, atlases, and globes. The subject is also enhanced through planned cultural capital experiences.

Impact

Our learners will...

Within geography, we strive to create a supportive and **collaborative** ethos for learning by providing **investigative and enquiry-based** learning opportunities. The children will understand **why** they are learning the content of the lesson and understand how it **links** to coverage in the same **content domain**. Children will know which **career opportunities** geography links to and therefore will be encouraged to be ambitious, driven students. Children will demonstrate their growing geographical knowledge and skills through well matched **end points**.