

# THE WILLOWS PRIMARY SCHOOL



## GEOGRAPHY POLICY

### Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Author: Geography Subject Leader

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Signed :

## **Intent**

The study of geography concerns the interaction of people and their environments. As a result of our geography curriculum, learners will gain knowledge through feeding their curiosity about places and the people who live there and by asking increasingly complex geographical questions. Geographical skills development is achieved through learners' engagement with geographical data represented in a variety of ways, including both digital and analogue maps, graphs and models.

Learners will gain an understanding of the relationship between where we live on earth and the impact on lifestyle, considering climate, economics, society and the environment.

Learners will also develop an understanding of their own responsibility to contribute to the resolution of geographical and environmental issues.

Teaching and learning in geography is enriched by our focus on international learning. We draw on a broad range of geographical sources, stimuli and resources to promote engagement with home and host countries' traditions and cultures.

Our geography curriculum is enriched by a range of trips, visits and outdoor learning experiences. School trips and visits allow pupils to encounter experiences that are unavailable in the classroom. They can help pupils to develop environmental awareness and interpersonal skills within a growing awareness and knowledge of their local area and national community. Use of the outdoors makes a major contribution to environmental education.

**Our aspiration is that children are inspired to be curious about different places and develop their knowledge of the world both in and out of school.**

To be successful, learners must:

- Develop their knowledge of a range of different places and countries
- Identify a range of physical and human geographical features
- Develop skills of mapping and fieldwork
- Communicate their understanding of the world using appropriate vocabulary and subject-specific terminology
- Understand environmental change and engage with current affairs on a local and global level
- Connect learning within different aspects of geography and between geography and other subjects (e.g. international learning and history)

## Implementation

### EYFS Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases 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. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

#### Toddlers and young children will be learning to:

- Explore natural materials, indoors and outside
- Explore and respond to different natural phenomena in their setting and on trips.

#### 3 and 4-year-olds will be learning to:

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

#### Children in reception will be learning to:

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them and describe what they see, hear and feel whilst outside
- Recognise some environments that are different from the one in which they live
- Understand the effect of changing seasons on the natural world around them

	Autumn	Spring	Summer
Y1	In Geography, we'll be learning about: <ul style="list-style-type: none"> <li>• How we know places and habitats are changing.</li> <li>• How humans are changing the landscape.</li> </ul>	In Geography, we'll be learning about: <ul style="list-style-type: none"> <li>• How we travel to school</li> <li>• How we can use maps to record our journey</li> <li>• Travel to – and around – different countries</li> </ul>	In Geography, we'll be learning about: <ul style="list-style-type: none"> <li>• Plants that grow in other countries</li> <li>• How climate and weather patterns affect life around the world</li> </ul>
Host Country	Antarctica	NETHERLANDS	Costa Rica
Trips/Visits Outdoor Learning	Local Area – Greenham Common	Didcot Railway	Local Area – Greenham Common

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Y2</b>	In Geography, we'll be learning about: <ul style="list-style-type: none"> <li>• Features of different homes around the world</li> <li>• Traditional homes</li> <li>• What influenced the design of homes around the world</li> </ul>		In Geography, we'll be learning about: <ul style="list-style-type: none"> <li>• The places people go to on holiday</li> <li>• How people travel to holiday destinations</li> <li>• Some of the things people do on holiday</li> <li>• What the weather is like in different holiday destinations</li> </ul>
<b>Host Country</b>	Cambodia	Nepal	SPAIN
<b>Trips/Visits Outdoor Learning</b>	Newbury Town Centre/Art Trip	Local Area - Greenham Common	Beach Day/event
<b>Y3</b>	In Geography, we'll be learning about: <ul style="list-style-type: none"> <li>• The historical region of Mesopotamia</li> <li>• Ancient Mesopotamian farming and how they were self-sufficient.</li> </ul>		In Geography, we'll be learning about: <ul style="list-style-type: none"> <li>• The continents of the world and their islands</li> <li>• Interpreting and using maps</li> <li>• Lines marked on maps and globes that divide up the Earth</li> <li>• The geographical features on different islands</li> <li>• Features of a river</li> <li>• The water cycle</li> <li>• How to use 4 figure grid references</li> <li>• The different ways islands are formed</li> <li>• How humans have developed and made use of islands.</li> </ul>
<b>Host Country</b>	NORWAY	EGYPT	TRINIDAD & TOBAGO
<b>Trips/Visits Outdoor Learning</b>	Stonehenge	Ashmolean Museum	Englefield Estate
<b>Y4</b>	In Geography, we'll be learning about: <ul style="list-style-type: none"> <li>• The different types and location of volcanoes around the world.</li> <li>• Tectonic plates and how these affect the location of volcanoes and earthquakes.</li> <li>• How volcanic regions can be attractive to tourists.</li> <li>• Some specific examples of earthquakes and volcanic eruptions in the past.</li> </ul>		In Geography we'll be learning about: <ul style="list-style-type: none"> <li>• Locations of rainforests around the world</li> <li>• Products we use that come from the rainforest</li> <li>• What life is like for people who live in tropical rainforests</li> <li>• Changes to the rainforests over time</li> <li>• Causes of deforestation</li> <li>• What we can do to save, sustain and protect the rainforests.</li> </ul>

<b>Host Country</b>	ITALY	USA	BRAZIL
<b>Trips/Visits Outdoor Learning</b>	Natural History Museum	Berkshire Aviation Museum	The Living Rainforest

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Y5</b>	In Geography, we'll be finding out: <ul style="list-style-type: none"> <li>About the geographical features of Mars</li> <li>How we can prove that there was once water on Mars</li> </ul>		In Geography, we'll be finding out: <ul style="list-style-type: none"> <li>How the shape of a river is always changing</li> <li>How it changes the land through which it flows</li> <li>What happens when it floods</li> <li>What uses people make of rivers</li> </ul>
<b>Host Country</b>	RUSSIA	GREECE	INDIA
<b>Trips/Visits Outdoor Learning</b>	Winchester Science Museum	Greek Day	ARK River Workshops
<b>Y6</b>	In Geography, we'll be finding out: <ul style="list-style-type: none"> <li>About different types of settlements</li> <li>About services in our local area</li> <li>About village life in our host and home country</li> <li>How to map and record geographical information</li> </ul>	In Geography, we'll be finding out: <ul style="list-style-type: none"> <li>About different regions and environments around the world</li> <li>How to use different types of map to find out information</li> <li>About the forces and processes that shape our planet</li> <li>About extreme weather events and how they affect people and localities</li> <li>About the possible causes of climate change and its effects on our planet</li> <li>How man-made changes can alter/change our local environment</li> </ul>	In Geography, we'll be learning about: <ul style="list-style-type: none"> <li>How borders, names and country divisions have changed over time</li> <li>How tectonic activity has shaped our world and what historians can learn from these landforms.</li> </ul>
<b>Host Country</b>	FRANCE	JAPAN	SOUTH AFRICA
<b>Trips/Visits Outdoor Learning</b>	Chedworth Roman Villa Local Council Chambers	Houses of Parliament	Chessington

## Time and Organisation

Geography is taught as part of the International Primary Curriculum and the learning goals for this subject are integrated into the termly topics. Pupils are taught individually, in groups and as a class, according to the nature of the learning task.

- KS1 pupils will follow the Milepost 1 learning goals (based on KS1 NC POS)
- LKS2 pupils will follow the Milepost 2 learning goals (based on LKS2 NC POS)
- UKS2 pupils will follow the Milepost 3 learning goals (based on UKS2 NC POS)

## Special Needs and Classroom Support

Appropriate differentiated provision is planned by teachers to accommodate individual needs.

## Pupils' Record of Their Work

Pupils' independent and group work can be recorded in a variety of ways relevant to the type and purpose of the activity. This includes the use of photos and IPADs as well as recording work on paper in their IPC books.

## Monitoring and Assessment

Pupils will be monitored both individually and in groups depending on the specific activities they will be undertaking. Assessment techniques used include observation, teacher assessment of written work, practical tasks and discussion. Their knowledge, skills and understanding will be assessed and recorded against the key NC skills and IPC learning goals for this subject. This information will form part of the annual report to parents at the end of each academic year.

## Resources

Each class has access to key resources such as maps, atlases, globes and books relating to countries and other aspects of geography can be found in the school library. The school has an extensive outdoor environment which supports Fieldwork activities and geography learning, as well as two pond areas. When the pond is being used with children, all staff are required to read and sign the pond policy and the pond risk assessment.

## Outdoor Learning and Trips

Our geography curriculum is enriched by a range of trips, visits and outdoor learning experiences. School trips and visits allow pupils to encounter experiences that are unavailable in the classroom. They can help pupils to develop environmental awareness and interpersonal skills within a growing awareness and knowledge of their local and national community. Use of the outdoors makes a major contribution to environmental education.

## Fieldwork in Geography

- Involves observing and collecting data about people, cultures, and natural environments.
- Is conducted in the wild rather than in a lab or classroom.
- Helps researchers learn directly in the real world outside the classroom.

Teachers plan in termly fieldwork opportunities within their planning. The school has an extensive outdoor environment which supports Fieldwork activities and geography learning, as well as two pond areas.

*The process of planning and carrying out fieldwork.*



During Fieldwork activities, we want to the children to...

- be curious and inquisitive
- see the benefits of outdoor learning.
- be reflective
- learn new skills



# THE WILLOWS PRIMARY SCHOOL

## SUBJECT LEADER Roles & Responsibilities

**To monitor the subject and be able to comment on**

- Standards throughout the school
- Progression of skills throughout the school

**Gather evidence on the quality of provision within the subject through monitoring/evaluation**

- Lesson observations/learning walks
- Work/book scrutiny
- Planning scrutiny
- Pupil/staff discussion

**Monitoring activities must be agreed with HT before they take place and feedback from these activities should be discussed and agreed with HT before it is given to staff**

**To be able to identify the quality of provision in the subject**

- Know the strengths and weaknesses of the subject
- Know the development priorities for the subject as detailed in the SDP
- Know how the SDP priorities for the subject are being addressed

**To develop secure subject knowledge and keep up to date with developments in the subject from EYFS, through KS1 and across KS2**

**To audit and maintain subject specific resources so that the subject can be successfully delivered throughout the school**

- Order replacement/new resources in liaison with HT

**Report on your subject to the HT**

- Verbally at meetings, when requested
- Through the end of year co-ordinator report

**Co-ordinate Governor visits, when requested, following liaison with the HT**

**Maintain CPD of yourself and other staff with a focus on your subject area**

- Feedback to other staff on CPD undertaken
- Lead staff meetings and plan INSET when requested

**Maintain the subject policy for the school**

- Review the policy as per the policy review schedule
- Liaise with staff in terms of reviewing the policy – amend/distribute the policy accordingly

**To advise and assist staff with the teaching and learning of the subject**

**Maintain a Subject Leader file**

***In line with HT management of teacher workload, subject leaders should not request additional work from staff unless agreed by HT beforehand***

## **Appendix 1 – National Curriculum Requirements for Geography**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are 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.

### **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 should be taught to:

#### **Locational 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 [for example, 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 should be taught to:

### **Locational 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, 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

## Appendix 2 – IPC Learning Goals for Geography

Strand	Milepost 1	Milepost 2	Milepost 3
Geographical data collection and interpretation	<b>1.01</b> Be able to create simple maps and plans	<b>2.01</b> Be able to create maps and plans using symbols	<b>3.01</b> Be able to create maps and plans using symbols and a legend
	<b>1.02</b> Be able to identify features of familiar places on a map and/or plan, including globes and digital maps	<b>2.02</b> Be able to interpret maps of familiar and unfamiliar places, including digital maps	<b>3.02</b> Be able to use and interpret globes, images and maps including identifying differences in scale, including digital maps
	<b>1.03</b> Be able to use given sources to gather information	<b>2.03</b> Be able to use a variety of sources to gather geographical information	<b>3.03</b> Be able to collect data using a variety of research tools and instruments
	<b>1.04</b> Be able to sort, group and classify data	<b>2.04</b> Be able to identify relevant data to answer questions	<b>3.04</b> Be able to interpret data in order to draw conclusions
	<b>1.05</b> Be able to reflect on the effectiveness of research tools and instruments	<b>2.05</b> Be able to evaluate the effectiveness of research tools and instruments and suggest improvements	<b>3.05</b> Be able to evaluate research tools and instruments, identifying their limitations and suggesting improvements

Strand	Milepost 1	Milepost 2	Milepost 3
Weather and climatic conditions	<b>1.06</b> Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of the people living there	<b>2.06</b> Know about the weather and climatic conditions in two contrasting countries and how they affect the environment and the lives of people living there	<b>3.06</b> Know about the weather and climatic conditions in places influenced by different geographical factors
	<b>1.07</b> Understand how where you are on earth influences weather and climatic conditions	<b>2.07</b> Understand that a variety of geographical factors can influence weather and climatic conditions	<b>3.07</b> Understand that weather and climatic conditions bring both threats and opportunities including those of an economic nature
Changing landscapes and places	<b>1.08</b> Know about the natural geographical processes which impact on the host country/locality	<b>2.08</b> Know how the structure of the earth causes natural changes to the landscape	<b>3.08</b> Know different natural geographical processes (non-tectonic) which cause the landscape to change
	<b>1.09</b>	<b>2.09</b>	<b>3.09</b>
	<b>1.10</b> Understand there is a difference between cyclical (predictable) natural changes and those that are unpredictable	<b>2.10</b> Understand how humans prepare for and respond to natural disasters	<b>3.10</b> Understand that the impact of changes caused by natural geographical processes can be reduced
	<b>1.11</b> Be able to describe geographical features of the host country	<b>2.11</b> Be able to describe geographical features of the host continent	<b>3.11</b> Be able to name and describe geographical features of the Earth

Strand	Milepost 1	Milepost 2	Milepost 3
Interaction of people and environments	<b>1.12</b> Know about similarities and differences between localities including places of significance	<b>2.12</b> Know about similarities and differences between different environments and industries within the host country	<b>3.12</b> Know how different environments drive different types of economic activity
	<b>1.13</b> Be able to justify views and opinions about the local environment	<b>2.13</b> Be able to describe human activities that can cause or reduce environmental issues	<b>3.13</b> Be able to identify geographical issues caused by the imbalance between production and consumption
	<b>1.14</b> Understand that there are different reasons for why people choose to live in places	<b>2.14</b> Understand how people's quality of life is impacted by local geographical features	<b>3.14</b> Understand the role different organisations play in improving the quality of life for people in different places