

**Holly Hill Primary and Nursery School**  
**Geography Policy**

**1. Subject Intent**

**General Statement**

Geography is about seeing, doing, enquiring and experiencing. The Geography curriculum at Holly Hill enables children to gain a high-quality geography education which should inspire pupils to gain curiosity and fascination about the world and people, that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources, natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Through our Geography curriculum we make links to our whole school curriculum intent statement. The aspects which are particularly significant to Geography are:

- Balance of knowledge and skills
- Diversity
- Rich vocabulary and quality texts
- Experiences and opportunities
- Preparation for adult life and work
- Outdoor learning

**Specific Aims**

**Geography in the EYFS**

Through the specific area of learning of 'Understanding of the World', Geography really focuses on the two strands of 'People, Cultures and Communities' and 'The Natural World'. In EYFS the children will learn about their immediate locality so they learn about places around our school and grounds. They learn about familiar features such as houses, farms and shops- building on their everyday experiences. They will encounter distant places through stories/texts. The children will observe and discuss the weather regularly, becoming familiar with types of weather and how it can affect us such as needing coats when it is cold. The children also learn about the different jobs which people do in our community. This learning will take place through small carpet sessions, planned play activities and in the continuous play environment.

	<b>3 &amp; 4-year-olds will be learning to:</b>	<b>Children in Reception will be learning to:</b>	<b>ELG</b>
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<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<p><u>People Culture and Communities</u></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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The National Curriculum outlines the following aims for Geography:

- 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.

Children should 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.

At Holly Hill the Geography curriculum is designed so that we meet the National Curriculum aims through a progression of skills and knowledge taught in the sequence below:

<b>CYCLE A</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1				China		Seaside
LKS2	Wonderful Water				Savage Stone Age	
UKS2	Great Explorers					Moving Up

<b>CYCLE B</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Amazing Me					London Rocks
LKS2			Around the World			Romans
UKS2					World War Two	Toil & Trouble

### **Rationale**

At Holly Hill, Geography coverage is organised in this cycle way because we feel pupils need to learn about themselves and where they belong, to then be able to build upon their life experiences and branch out their understanding of the greater world.

We feel our pupils need themes which they can relate to and gain practical experiences in to enhance their understanding. This is why we have themes which link closely to other subject areas and where pupils can gain “real life” knowledge/facts they can use in their everyday life.

Through their work in Geography, our pupils will learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving in a practical way.

Through their growing knowledge and understanding of Human Geography, pupils will gain an appreciation of life in other cultures, especially as the local community has limited diversity. Our Geography teaching also motivates children to find out

about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

Where appropriate, the Geography curriculum promotes key British Values so our children have exposure to a wide experience of local and global learning where there are opportunities for respect and tolerance when embracing differences within the world in which we live.

## **2. Implementation**

### **Teaching and Learning**

Because at Holly Hill Primary and Nursery we understand that learning takes place when there is a change to long-term memory, we outline the key knowledge for a unit of work on a knowledge organiser. In Geography key knowledge is knowledge that relates directly to the National Curriculum attainment targets. Progression of skills is mapped out using a skills ladder.

Geography will be taught by a qualified teacher, who has planned, resourced and fully understands how to deliver the lesson covering all pupils needs and abilities. Geography lessons/themes will take place once every full term, connected to the year groups topics/knowledge organisers. These sessions will be delivered for at least one hour a week (usually during the afternoon). There is no set Geography scheme in school, teachers will use the National Curriculum/EYFS aims and Focus Skills ladders to plan, teach and review pupils learning and progress. The Focus Skills ladders have been chosen to see progression, next steps and coverage of the subject. An effective teaching sequence in Geography will build upon personal life experiences, understanding of the world and previous skills taught. Each lesson will start with a recap of previous skills/learning, new aspects built upon in the teaching session where children have time to apply this new skill/learning, then progress evaluated or key findings/facts spoken about. Time will be set aside for questions and answers from the children's curiosity of further their understanding of a theme. Next session will be planned from this finishing point.

Teaching methods which are particularly effective in Geography include making good use of maps, fieldwork, practical experiences and a range of multimedia resources to support geographical learning. The use of geographical enquiry to involve pupils fully in exploring and learning geography, as well as their curiosity and understanding of the world, will contribute to wider skills such as English and Maths. Time for evaluation, reflection and question should be incorporated to make the teaching of Geography effective.

The essential elements of a Geography session will include the area of Geography they are learning, the learning expectations/objectives/outcomes of the session, plus the expectations of safe usage of equipment explained and children aware there will be time to show off their understanding and ask further questions in the session. The key resources used will include up to date atlases/maps/globes, as well as technology to complete research and use online maps/images. Each Key Stage

classroom will show an up to date world map to refer to, as well as a globe to see the world in 3D, these can be used and referred to during any subject teaching to make connections within subjects and aid discussion. Each class will have access to up to date atlases to use in each session.

## SEND

### Sensory, Physical and Medical

In Geography barriers could include sound and light issues, resources, seating and displays. To support children with Sensory, Physical and Medical needs in Geography you could include approaches such as; Interactive whiteboards which have a non-reflective glare, coloured overlay rulers, pencil grips, larger sized maps, less detailed maps. To ensure pupils can see and hear clearly, thinking about the positioning of the teacher, others, and the board/TV/screens. Resources need to be accessible e.g., make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly to maintain independent use. This can also extend to the use of larger print maps/work sheets, using images, colour coding, large print, symbols, Braille, as appropriate.

If any food tasting from around the world is used, teachers need to ensure the foods are suitable for all allergy needs, as well as gloves provided for anyone who has sensory issues with touching different resources (e.g. soil). Low arousal zones should be identified when out on field study work, if a child with a Sensory, Physical or Medical need requires some calming time.

### Cognition and Learning

Geography sessions require pupils to be able to find out, experiment, test theories and summarise, for pupils with cognition and learning needs, they may find this learning difficult to understand. To support children with Cognition and Learning needs in Geography strategies could include using the subject skills ladder to plan for a skill appropriate learning task as well as differentiated objectives. Pupils' preferred learning styles should be consulted on and identified and used wherever possible- for example modifying visual resources, using Clicker to create responses or use Communicate to Print to give out instructions using pictures, or computers to create graphs for you. Written sources could be converted to an auditory form. Providing activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods; role-play; field study and card sorting. Using pictures and symbols to illustrate abstract, new or findings can be used, as well as recording a speech of their findings. Using cameras to photograph findings or use to build a visual record of past learning is a good strategy to help in Geography.

### Social, Emotional and Mental Health

Barriers to learning, in Geography, could include unfamiliar learning environments and geographical learning concepts. To support children with Social, Emotional and Mental Health needs in Geography strategies could include; preparing pupils for

visits and trips using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations. Sensory breaks may need to be considered if pupils are sensitive to the content through their personal life experiences or overwhelmed by the environment (e.g. a crowded display area in the Space Center).

### Communication and Interaction

In Geography barriers could include peer relationships, group work and discussion, teachers' communication, pupils' communication and pupil-teacher interaction. To support pupils with Communication and Interaction needs in Geography strategies could include; using pairing or mixed-ability grouping. The transition from whole-class to group or independent work, and back, should be obviously gestured as this is helpful for pupils. The language necessary for whole-class discussion work may be a barrier for pupils who find it difficult to express themselves so paired and small group discussions will provide an effective opportunity for them. Language needs to be clear, unambiguous and accessible, providing a word bank could support this. Key words, meanings and symbols being highlighted and explained. Instructions need to be given clearly and possibly visually too. Wording of questions need to be differentiated, avoiding complex vocabulary and sentence structures. Questions should be prepared in different styles/levels for different pupils needs. Alternative communication modes can be used, where necessary, to meet pupils' communication needs, e.g. signing, Braille. Text, visual aids, computers should be checked for clarity and accessibility. Some pupils might require adapted printed materials (font, print size, background, Braille, symbols); some may require simplified or raised diagrams or described pictures. Alternative communication modes, such as sign or symbol systems, and pupils' contributions are respected at all levels. Discussion of experiences and investigations are encouraged to help pupils understand them. Additional adults can be utilised to prepare pupils to contribute to feedback sessions, where necessary, through pictures, talk, videos and photos.

### **3. Impact Assessment**

In Geography we ensure progression through the use of knowledge organisers, skills ladders and National Curriculum expectations.

In Geography we assess the children formatively with key knowledge reviews and quizzes, observations and implementation of the feedback policy. Each lesson in a sequence begins with a 'knowledge check up', which provides opportunities for pupils to recall the key knowledge from the previous lessons in that unit.

In Geography we assess the children at the end of each unit. Assessment judgements are based on the evidence of knowledge in the child's 'end point'. In Geography an end point could be a final product, a written piece, double page

spread, video, presentations or maps. Staff will highlight the knowledge each pupil has demonstrated using the knowledge organiser stuck in their book.

Staff will use their assessment judgements to complete an evaluation of the learning in that unit, which is submitted to the subject leader. Where gaps or issues have been identified these will be acted upon through adaptation of later units, adaptation of planning and further knowledge reviews.

### **Monitoring and Evaluation**

- Evidence of work can be found in a child's Humanities book (KS2), shared subject book (KS1) and Learning Journal/Tapestry (EYFS) which they keep for two years across the key phase.
- Subject leaders will use a combination of evidence from book looks, learning walks, environment checks and end of unit data to monitor the standards in their subject and inform the action plans for curriculum development.
- Subject leaders will use the unit evaluations to inform their action plans, look at CPD offers and see which children maybe requiring additional support or extensions.

### **What does the impact of Geography look like at Holly Hill?**

Based on intent, children can:

By the end of EYFS pupils will be able to 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. Pupils will be able to 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.

By the end of KS1 pupils will be able to follow directions and communicate geographical information through a simple map. Children will be able to use real world maps, atlases and globes to identify the UK, other countries, continents and oceans. Name and locate the world's seven continents, five oceans and the four countries and capital cities of the UK. Identify seasonal and daily weather patterns in the UK and in hot and cold areas of the world (in relation to the Equator, the North pole and the South Pole).

By the end of KS2 pupils will be able to use 8 compass points, 4 figure co-ordinates and 6 figure grid references to locate features on a map. Children will have opportunities to draw a variety of maps (thematic, sketch), using symbols and a key. Children will be able to follow routes on an OS map, describe its features and compare maps with aerial photographs. Children will also be able to measure straight line distance on a map and use a scale to measure distances, as well as locate countries and some major cities, using maps to focus on Europe and the Americas. Children will be able to identify the position of Equator, Northern Hemisphere and Southern Hemisphere, the lines of latitude and longitude, the Prime/Greenwich Meridian and the time zones. They will be able to understand geographical similarities and differences through the study of different places and will be able to identify land-use patterns of those areas. Children will be able to identify

topographical features such as hills, mountains, coasts and rivers and know how these have changed over time. know the clear difference between physical and human geography. Through our human geography teaching, children will identify human features of a region of the UK, a European country and the Americas. Children will be able to describe and understand key aspects of human geography such as types of settlement, land use, economic activity, trade links and the distribution of natural resources: energy, food, minerals and water.

Through our physical geography teaching, children will identify physical features of a region of the UK, a European country and the Americas. Children will be able to describe and understand key aspects of physical geography such as the water cycle, rivers, climate zones, biomes, vegetation belts, mountains, volcanoes and earthquakes.

**Written and approved: March 2022**

**To be reviewed: September 2023**

