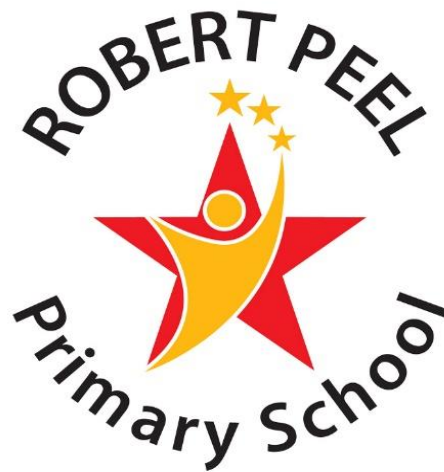


Robert Peel Primary School

Geography Policy 2025



Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

Geography Intention

School Vision

1. At Robert Peel Primary School, our vision is to develop resilient and independent learners, who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum, focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children’s knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

2. Geography Vision

At Robert Peel, our Geography curriculum aims to spark children’s curiosity about the wider world and the diversity of people who live in it. It aims to develop their sense of community and citizenship and foster their empathy and understanding of how other people live. From the Early Years, we encourage children to make first-hand observations of the changing world around them, comment on and ask questions about what they see. As the children get older, we encourage them to think of themselves as ‘global citizens’ and to broaden their horizons by understanding how their locality of Sandy compares to different places in the United Kingdom and other countries in the world. They will become fluent in subject-specific vocabulary, related to human and physical geography and be encouraged to consider the impact human life is having on our Earth. We aim to provide exciting learning opportunities and experiences that every child can enjoy, whilst developing important geographical skills and knowledge, including first-hand observations and research.

3. Geography Implementation

Curriculum Design & Coverage

	Aut 1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2
Nursery	Children in Nursery are taught geographical skills and content through ‘Understanding the World’ topic work. Children have hands on exploration of the natural world and comment on and discuss the world around them from first-hand observation. They develop their understanding of the need to respect and care for the natural environment and all living things. They will be taught that there are different countries in the world and talk about the differences they have experienced or seen in photos.					
Reception	Children in Reception continue to build on the skills learnt in Nursery through weekly ‘Understanding the World’ topic lessons. In addition they will learn to draw information from a simple map, recognise some similarities and differences between life in this country and life in other countries and explore the natural world around them by describing what they see, hear and feel when outside.					
	Changing Seasons: Autumn Autumn walk around school grounds	Walk in the local area - Church	Changing Seasons: Winter Life in different countries: China/France	Changing Seasons: Spring Spring walk around school grounds	Trip to Paxton Pits Animals from different habitats	Changing Seasons: Summer Summer holiday discussions

Year 1	Sandy and The Caribbean: What's the difference? School, weather, house, towns, food, activities			The UK		
Year 2	Where are we in the world?			Amazing Africa		
Year 3	Tremors and Lava			London and the River Thames		
Year 4	Flooding in Asia: Bangladesh			A Tour of Italy		
Year 5	Beside the seaside			The Disappearing Rainforest		
Year 6	Mexico			Our Local Area		

Teaching & Learning of Geography

We use a variety of teaching and learning styles in our Geography lessons and recognise the strong cross-curricular links this subject can have with others. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask, as well as answer, geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs, and we also enable them to use ICT in Geography lessons, where this serves to enhance their learning. Children sometimes take part in role-play and discussions and then they present their findings in reports back to the rest of the class. They also engage in a wide variety of problem-solving activities. When teaching the whole class, teachers should give children the opportunity to talk to extend their thinking and consolidate their understanding.

In our Geography curriculum, we know that specific skills are introduced at various points throughout EYFS, Key Stage 1 and Key Stage 2. These skills are then repeated and built on throughout the children's time in Robert Peel to ensure full, embedded curriculum coverage is attained by the end of Year 6. Teachers should ensure that all learning takes place within a safe environment, with a particular focus on the use of resources, such as maps and atlases. Learning in Geography is enhanced and enriched by trips and visits where appropriate, which are arranged in line with the School Visits Policy and Robert Peel's Promise.

School Vision Promoted through Geography

In Geography, we promote empathy by giving children the opportunity to research and find out about what life is like in other countries and localities. We encourage children to compare the similarities and differences in their life, compared to that of other people in different countries and see things from an alternative perspective. This stimulates a deeper understanding of how life can be different in other places around the world, or even within our own country.

Children's communication skills are developed within the teaching of Geography. This is done through the consistent use of talk partners, promoting the importance of sharing ideas as a group or whole class to gain different perspectives, and using questioning to gain deeper insights into the content being taught and as a catalyst to further research into topics. Children are asked to scrutinise their findings when looking at maps or to feedback what they have learnt after watching short documentaries on specific geographical features such as volcanoes or climates.

In Geography, children have the opportunity to work independently by voicing and writing their own perspectives and ideas on subject specific things, which in turn instils the mind-set that everyone's

opinions are valid. Children are challenged with extension activities to allow them to demonstrate a greater depth of understanding in some areas of the Geography curriculum.

Curriculum Connections in Geography

Where possible, Geography is also linked to other areas of the curriculum to provide an immersive learning experience. Geography has particularly strong links to English and often writing tasks help build on pupils' literacy skills and discussions develop pupils questioning and reasoning skills.

Enrichment Experiences in Geography

Children's curiosity and interest in Geography is sparked through immersive school trips and visits to various locations across the country throughout their time at Robert Peel. Children experience travelling to these locations and observing their surroundings first hand.

EYFS – *Seasonal walks around the school grounds using first-hand observational skills.*

Local walks to the church and fire station in Sandy.

Year 1 – *A walk in Sandy town (making comparisons - linked to St Lucia topic)*

Trip to Cambridge – including boat trip (comparing cities and villages)

Year 2 – *School treasure hunt (practising orienteering skills).*

Local walk in Sandy (identifying features of a town)

Visit to Whipsnade Zoo

Year 3 – *Visit to London (including seeing the River Thames)*

Year 5 – *Visit to Cromer (learning about coastal regions)*

Year 6 – *Local walk around Sandy*

Geography Language Development

In Geography, language development is a vital aspect in the teaching of the curriculum. There is a big focus on learning subject specific vocabulary in order to demonstrate a good understanding of what the children have learnt, as well as using discussion and questioning skills to further the children's learning.

Key Stage 1 –

- Name the world's seven continents and five oceans
- Name four countries and capital cities of the United Kingdom and its surrounding seas
- Identify different weather and seasons
- Name key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Name key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- 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

Key Stage 2 –

- Name some of the world's countries, focusing on Europe (including the location of Russia) and North and South America and describe their key physical and human characteristics and major cities.
- Name 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)
- Identify 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)
- Talk about 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.
- Describe key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Describe 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.
- Describe features studied on maps, atlases, globes and digital/computer.
- Discuss human and physical features in the local area.

Community, Cultural & Global Learning through Geography

Geography is a core subject in promoting learning about different communities, cultures and the world. This is evident in each year group's planning, which consistently builds on the development of their skills of comparison, factual recall and understanding to help embed this knowledge of our wider world. By the end of their time at Robert Peel, children are equipped with a broad and firm foundation of knowledge of our wider world, other communities and cultures, broadening their horizons on future travel and exploration, as well as fostering an empathy and understanding of the way other people live.

4. Impact

Monitoring Impact of Curriculum Design and Teaching & Learning

Role of Subject Leader & Monitoring

Monitoring the impact of teaching and learning is carried out regularly by the Subject Leader. This consists of:

- Learning walks and Lesson observations
- Team teaching and example lessons
- Monitoring and scrutiny of plans
- Monitoring and scrutiny of all Geography book
- INSETs and Staff training sessions for teachers and support staff

- Collection and analysis of assessment data
- Discussions with children about their experiences and learning in Geography
- Reporting to the Governing Body as required
- Supporting new staff and providing guidance and training, when necessary

5. Resources in Geography

In Geography, children use a variety of resources to support and enhance their learning. These include:

- Atlases
- Globes
- Digital media – Google Earth, Google maps, online videos etc.

6. Health & Safety in Geography

Children will be taught how to use any relevant materials, tools and equipment correctly and safely in accordance with the schools overall Health and Safety policy. Individual risk assessments will be carried out for every visit or trip organised to support Geography learning.

7. Assessment, Recording & Reporting of Geography

Teachers use Sonar to record the assessment of children in Geography and this is accessible to SLT and the Geography subject lead. In accordance with the school's marking policy, all learning intents in Geography books will be marked with a judgement to say whether the child has met the learning intent or is working towards. Attainment in Geography is communicated to parents through the annual report.

8. Provision in Geography

Geography lessons at Robert Peel are varied in their delivery and provision used, which include:

- Written tasks
- Whole class discussions or debates
- Hot seating
- Creative activities
- Exploration and investigative lessons
- Trips and visits.

Children are also actively encouraged to discuss their ideas with their talk partners and table groups and support each other with tasks given. Subject specific vocabulary is recapped throughout and at the end of each topic.