



Church Vale Geography Policy



Intent

The intent of Church Vale's Geography curriculum is to enable our pupils to be able to 'think like geographers'. The national curriculum states that geography should '*inspire children and develop their curiosity and fascination about the world and its people that will remain with them for the rest of their lives*'. Through understanding geographically, making connections within and across different aspects of geography and by learning to critically understand and interpret evidence, pupils will be able to form opinions and understanding of important geographical features and their importance on the modern day. Through successful development of the key concepts, pupils will be able to use their geographical skills in a real and practical sense and be provided with the foundations with which they can apply these in their adult lives.

Key Concepts

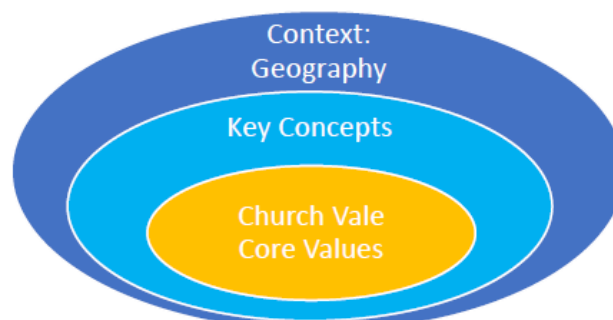
Lessons will focus on the key concepts of being a geographer, within the breadth of the KS1 and KS2 topics. The broad key skills for Geography are:

- To understand geographical terms and features
- To interpret and collect geographical data
- To develop practical geography skills (compass points, mapping, field work)
- To develop a curiosity about the world around them through observing and questioning
- To make links within and across geography

Each topic will include 'cultural capital' – the knowledge foundations which we will expect pupils to retain and be able to recall so that they are able to utilise this to complete related tasks. This 'cultural capital' will be made explicitly clear in planning.

Implementation

To enable a continued thematic approach, key concepts will begin to be developed during the EYFS and will then be mapped out across the Key Stages 1 and 2.



Pupils will gain 'cultural capital', build on their key concepts as they are applied to the knowledge they acquire and will have a central task throughout the topic in which to demonstrate their learning and understanding.

How EYFS provides the foundations of geography at Church Vale

As with all subject-specific learning, the foundations of geography are built within EYFS. Pupils will develop the understanding of locational knowledge primarily through Forest School, focusing on understanding features of their local environment as well as neighbouring forests. Through everyday talk, pupils will develop their understanding of prepositional terms. By investigating a range of habitats through Forest School, alongside the range of settings they will encounter through narrative stories, learners will also begin to be able to understand and describe the concept that different places have different features: the building blocks to the place knowledge they will develop throughout school. Human / Physical geography concepts will first be encountered through observing and talking about known and visited environments; learning about changes such as seasons and through experiencing a range of settings in narrative. Forest School will also be the vessel through which pupils first begin to acquire their practical geography skills such as understanding the concepts of boundaries, reading simple maps and having the opportunities to create their own simple maps of locally visited places.

Key Stage 1

In Key Stage 1, students explore their immediate surroundings as well as a different area within the United Kingdom or overseas, discovering more about the environments and inhabitants of both regions. Additionally, they are introduced to broader global concepts. This exploration involves conducting geographical inquiries both indoors and outdoors, where students pose questions about people, places, and environments, and utilize geographical skills and resources such as maps and photographs.

Key Stage 2

During Key Stage 2, students explore a diverse range of individuals, locations, and environments both within the United Kingdom and internationally, establishing connections between various places worldwide. They delve into the impact of human activities on the environment and how these activities, in turn, affect people. Through geographical inquiries conducted both indoors and outdoors, students pose questions, employ geographical techniques, and utilize resources like maps, atlases, aerial photographs, and ICT tools. They develop skills in geographical inquiry, including questioning, data collection, and analysis, as well as the practical application of geographic concepts such as vocabulary usage, fieldwork methods, and map interpretation. Additionally, students learn to effectively utilize secondary sources such as aerial photographs and satellite images with precision. Geography not only offers

its own unique contributions to the school curriculum but also aligns with broader primary education objectives. Teachers ensure interdisciplinary connections, integrating geography with subjects like history, science, and computing to enrich students' learning experiences.

The topics covered will include:

Year 1

Where do I live?

UK and Capitals

Skegness (coasts and seas)

Year 2

Mapping (globe)

Oceans and Continents

Madagascar

Year 3

Europe

Comparing Warsaw and Spain

Our Changing World

Year 4

Mountains

Rainforests

North and South America

Year 5

India

Mapping

Natural Disasters

Year 6

Rivers

Climate Change

Orienteering Geography Curriculum Policy

Field Work

It is encouraged that teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork. When sessions lead to leaving the school grounds staff must adhere to the Risk Assessment procedures using Evolve.

Teachers will follow the curriculum policy and Assessment policy when planning and implementing Geography lessons –

Learning Questions have been developed for each geography topic- teachers use these as the main focus of lessons. The questions are designed to be progressive both through the topic itself and across the year groups. The aim is that Church Vale children are becoming geographers and each skill and knowledge builds on the last.

Each topic has a planning document for teachers which shows, Church Vale Values, Key vocabulary, themes, component knowledge, progression statements, why this why now, past and future knowledge and the learning is broken down in disciplinary and substantive knowledge. The document enables teachers to plan the activities which will best answer the learning question.

Each topic has a knowledge organiser which has been developed for the children to aid their learning. Children are encouraged to look at this and reflect on their learning so far.

Planning:

Teachers will use the planning document to ensure that their lessons answer the learning questions. They will use the structure of a Church Vale lesson to ensure that memory is being challenged effectively. Teachers will use assessment throughout their geography topics, to decide on whether the lessons are impactful and if they need to add a 'filler' lesson to the end or midway through the topic to fill any gaps in learning or misconceptions.

Lesson structure:

Step 1- recap on previous learning- this could be flashback questions from topics from previous year groups.

Step 2- recap on recent learning within the topic- this is the opportunity to look at content on the knowledge organisers and key vocabulary.

Step 3- the lesson- activities to answer the learning question. Teacher has option to add mini plenaries or a final task.

Step 4- answer the learning question- what does the class think the answer is and how do they know? Geography Curriculum Policy

Assessment

Teachers will enter a judgement into Eazmag at three points in the year (Aut 2, Spr 2, Sum 2). Each lesson also has a Big Question at the end of the unit. These questions have been carefully thought out and are designed to aid teachers assessment of what the children have retained. Assessment will also be undertaken using the following methods:-

- observation of pupils
- talking with pupils
- marking written work
- self-assessment
- peer assessment
- the evaluation of discussion

Please also refer to the School Assessment Policy.

Role of Co-ordinator

The Geography co-ordinator leads the maintenance and development of the subject.

They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Identifying training needs of staff through monitoring and performance management review.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.

Impact

Learners are able to better develop their key concepts and make greater links between aspects of Geography studied across the whole of Church Vale; they will develop a deep understanding of the Earth's key physical and human processes. Learners will develop their ability to be discerning when presented with geographical evidence. Ultimately, key concepts will be strongly developed with pupils showing that these can be well applied to whichever context they are currently studying.

Updated by M Debić

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