Pool House Community Primary School

Geography Policy

Aims

The aim of Geography teaching here at Pool House Community Primary School echoes that of the National Curriculum in that we strive to nurture and develop pupil's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our teachers aim to equip pupils with knowledge about diverse places, people, resources and 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.

Subject Content

EYFS

During the Early Years Foundation Stage, children are given the opportunity the work geographically within the Early Learning Goal - 'Understanding the World' to find out more about the world they live in and the people they encounter. The children are given opportunities to take part in first-hand experiences, including exploring the local environment, gathering information and communicating their views. They look at similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another.

Key Stage 1

As outlined in the National Curriculum, 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.

At Pool House pupils are taught to:

Locational knowledge

- Name and locate the world's seven continents and five oceans ***(Mapping: Year 2).***
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ***(Our Country: Year 1).***

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 ***(The Weather: Year 1).***
- 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 ***(Throughout Year 1 and Year 2).***

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ***(Throughout Year 1 and Year 2).***

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 ***(Mapping: Year 2).***
- Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map ***(Mapping: Year 2).***
- 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 ***(The Seaside: Year 2).***
- 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. ***(Our School: Year 1)***

Key Stage 2

As outlined in the National Curriculum, 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.

At Pool House pupils are 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).

Pl**ace 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.

Equal Opportunities

We recognise the fact that in all classes there are children of widely different abilities in Geography and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty. Not all children complete all tasks;
- Grouping children by ability in the room and setting different tasks for each ability group;
- Providing resources of different complexity depending on the ability of the child;
- Using teaching assistants to support children individually or in groups.

At Pool House Community School, we are committed to teaching a well-rounded curriculum to children of all abilities. Geography forms part of the well-rounded curriculum and is essential in order to provide a broad and balanced education for all. The class teachers take the ability of children into account when planning and teaching lessons so that learning matches the individual needs of each child. Where a child may be accessing learning interventions, class teachers are careful to ensure that interventions do not interrupt the same lessons each week. This ensures that a child cannot miss a whole Geography topic by carrying out interventions during this lesson at the exact time every week.

Curriculum Planning

At Pool House we use the National Curriculum in combination with the Lancashire KLIPS for Geography, as the basis of our curriculum planning. This ensures that the appropriate objectives in the National Curriculum are covered.

Cross Curricular Links

Geography naturally contributes significantly to the teaching of English in our school by promoting the core skills of reading, writing, speaking and listening. In addition to this, many of the texts that we study throughout our English curriculum have geographical links

Assessment

Each class teacher assesses the children's work by making informal judgements during observations in each lesson. It is the responsibility of the class teacher to ensure that children's work is marked regularly, and that purposeful comments or further questions are implemented when appropriate. The Insight Tracker used as a whole school overview.

Monitoring and Reviewing

The curriculum leaders or member of the Leadership Team will check the Curriculum coverage, assessment and accuracy of lesson taught once annually and feedback will be provided to the Headteacher at the end of each academic year, indicating key strengths and weaknesses in the subject within school and areas for development within the future.

June 2026