



**Trinity St. Peter's**  
Church of England Primary School  
**w h e r e c h i l d r e n s h i n e**

## **Geography Policy**

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum.

We follow the National Curriculum Programme of Study for Geography.

The following information is based on the NC PoS and the Early Years Foundation Stage (EYFS) Statutory Framework (March 2021)

A full version of the National Curriculum Programme of Study for Geography can be viewed at <https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

The Early Years Foundation Stage (EYFS) Statutory Framework (March 2021) can be viewed at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

### **Purpose of studying Geography:**

At Trinity St. Peter's, we believe a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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.

### **Aims:**

Our geography teaching 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.

### **Subject Content:**

#### **EYFS (People, Culture and Communities Early Learning Goal)**

Children at the expected level of development will:

- 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;
- 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.

The EYFS Development Matters September 2021 curriculum guidance, ‘Understanding the World’ provides opportunity for Foundation Stage children to discuss their immediate environment, how environments might vary from one another and notice seasonal changes in the natural world. Children experience geographical language and terminology such as town, village, and road. Stories and non-fiction texts provide a stimulus for simple map making, observations of environments and landscapes including natural and man-made. Nursery and Reception teachers have created a [curriculum overview](#) to ensure that the curriculum starts in Nursery and progresses through the school building on children’s knowledge and skills. Teachers also plan for children’s interest and fascination as and when is appropriate. This planning is modified in line with the school’s 4C model so that the school’s vision, values, and the characteristics of effective learning are embedded in classroom practice.

<b>Nursery – Geography Skills</b>	<p><b>Locational Knowledge</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 on holiday or seen in photos</li> <li>Comment and ask questions</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify seasonal patterns – focusing on plants and animals.</li> <li>Begin to understand the effect their behaviour can have on the environment</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Observe and identify features in the place they live and</li> </ul>
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	<p>the natural world.</p> <ul style="list-style-type: none"> <li>• Find out about their environment and talk about features they like and dislike.</li> <li>• Use diverse range of props, photos, books to notice and talk about similarities and differences</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park</li> <li>• Talk about familiar local places to them.</li> </ul>
<b>Nursery – Geography Knowledge</b>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know the name of key features in the local area e.g. shop, park, pool, school, Nursery, church</li> <li>• I know what country myself and my family are from</li> <li>• I know that differences should be celebrated</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know that different trees have different leaves and bark</li> <li>• I know about the different weather conditions in the different seasons</li> <li>• I know what happens to trees and plants during the different seasons</li> <li>• I know what insects appear in the summer</li> <li>• I know the effects of rubbish on wildlife and the environment.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• I know what a map is used for e.g. treasure map, story map</li> <li>• I know how to draw a simple map</li> <li>• I know the signs of autumn, winter, spring and summer</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• I know and describe the differences between a range of places such as the woods, school, park, Formby village, Liverpool</li> <li>• I know what makes up different places e.g. shops, religious buildings, schools, roads, trees, houses.</li> </ul>
<b>Reception – Geography Skills</b>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Observe, find out about and identify features in the place they live and in the natural world.</li> <li>• Find out about their environment and talk about those features they like/dislike.</li> <li>• Use appropriate vocabulary, e.g. ‘town’, ‘village’, ‘road’, ‘path’, ‘house’, ‘flat’ and ‘church’, to help children make distinctions in their observations.</li> <li>• Encourage children to express opinions on natural and man made environments and give opportunities for them</li> </ul>

	<p>to hear different points of view.</p> <ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Find out about places in the world that contrast with locations they know well. contrast characters from stories, including figures from the past</li> <li>• Use relevant, specific vocabulary to describe contrasting locations.</li> <li>• Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</li> <li>• Teach children about a range of contrasting environments within both their local and national region.</li> <li>• Share non-fiction texts that offer an insight into contrasting environments.</li> <li>• Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Observe the natural world and how the seasons change, talking about the weather and seasonal features.</li> <li>• Note and record the weather. Use images and texts to share with children about the changing seasons.</li> <li>• Explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. (Avoid stereotyping)</li> <li>• Model the vocabulary needed to name specific features of the world, both natural and made by people.</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Look at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features.</li> <li>• Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</li> </ul>
Reception – Geography Knowledge	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know about the features of my own immediate environment</li> <li>• I know the name of the village and city the school is located in.</li> <li>• I know about the features of the world and Earth</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know environments vary from one another.</li> <li>• I know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class.</li> </ul>

	<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• I know about the signs of autumn/winter / spring / summer and the associated weather.</li> <li>• I know that some things in the world are man-made, and some things are natural.</li> <li>• I know how to identify the differences and similarities between the seasons e.g. in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• I know that aerial maps are taken from above like a birds-eye view and can comment on simple features.</li> <li>• I know how to use and draw information from a simple map</li> <li>• I know how to make simple maps of imaginary communities using a variety of construction resources.</li> <li>• I know that simple symbols are used to identify features on a map.</li> </ul>
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### 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.

At Trinity St Peter's, Key Stage 1 pupils are taught:

	<b>KS1</b>
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's seven continents and five oceans.</li> </ul>
<b>Place Knowledge (Links with atlas skills)</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• Use basic geographical vocabulary to refer to:</li> <li>• Key physical features, including: forest, hill, mountain, soil, valley, vegetation, season and weather.</li> <li>• Key human features, including: city, town, village, factory, farm, house, office. Port, harbor, shop.</li> </ul>

<b>Geographical Skills &amp; Field work (Links with place skills)</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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 grounds and the key human and physical features of its surrounding environment.</li> </ul>
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### **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.

At Trinity St Peter's, Key Stage 2 pupils are taught:

	<b>KS2</b>
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• 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) .</li> </ul>
<b>Place Knowledge (Links with atlas skills)</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>• 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.</li> </ul>

<b>Geographical Skills &amp; Field work (Links with place skills)</b>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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### **Curriculum, Local and Global Links:**

Local and Global links are made through the themes so that pupils have the opportunities to know where they live locally, nationally and compare themselves to others living in different parts of the world. Pupils will have opportunities to discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world through the global links.

<b>Year Group</b>	<b>Themes</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Where do I live?</li> <li>• What will I find on my journey around the world?</li> <li>• Why are farms important?</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Where in the world are we?</li> <li>• Is Kenya really that different to the UK?</li> <li>• What features make up coastal areas?</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• What is life like in India?</li> <li>• How are European countries different?</li> <li>• What was the River Nile so important?</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• What will you see on a Great American Road Trip?</li> <li>• Why does the earth shake, rattle and roll? (Volcanoes)</li> <li>• Why are rainforests important?</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Is Scandinavia worth exploring?</li> <li>• How does Japan differ to the United Kingdom?</li> <li>• What is life like in South America?</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• How do we compare with Africa?</li> <li>• Are we looking after our planet?</li> <li>• Why do our coasts always change?</li> </ul>

## **Teaching and learning:**

We use a variety of teaching and learning styles in our geography lessons. Our school values underpin all areas of learning and pupils are taught to become creative and critical thinkers, developing their imaginations so that they become independent thinkers finding solutions to problems with confidence using the school's 4C Thinking Model ©. Pupils asking and answering geographical based questions form a great platform for discussion and debate; making connections to current and relevant geographical issues where possible.

Teachers 'connect' prior knowledge necessary to understand new content and plan to ensure that key content is remembered.

We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, online mapping such as Google earth, compasses, pictures and aerial photographs as they engage in a wide variety of problem-solving and learning activities.

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

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty
- grouping pupils by ability and setting different tasks for each ability group where necessary
- providing resources of different complexity, depending on the ability of the child
- using teaching assistants to support pupils individually or in groups

Staff will plan within their individual year groups ensuring that all pupils have developed the relevant skills and knowledge.

## **Global Citizenship:**

We wish to provide our pupils with the information and skills needed to become aware of the links between the local and the global, and enable them to become 'caring global citizens of the world' as stated in our school vision statement. This will involve challenging and supporting all our pupils to become critical thinkers, to develop independent learning skills and to learn about their rights and accept responsibilities. Global citizenship is assessed using the Oxfam progression grid, please see Global Citizenship policy for more information. It is felt that Global Citizenship can enrich the Geography curriculum by pupils being able to:

- question, investigate and critically engage with issues affecting people's lives throughout the world
- develop understanding of global interconnectedness and interdependence, and of sustainable development
- provide engaging real-world issues and data to support core geographical skills
- address diversity and identity issues through the investigation of differences and similarities between people, places, environments and cultures, and

through the exploration of different values and attitudes in relation to social, environmental, economic and political questions

Staff integrate global citizenship into the whole school curriculum by raising awareness of valid and up to date curriculum links as well as national events through Geography by –

- October – International Walk to School Month
- February – Fairtrade Fortnight & Climate Coalition Day
- April - Earth Day
- May – Plastic Free Day
- June – World Environment Day

### **Special Educational Needs:**

Pupils who are identified as having additional learning needs will access learning within the subject through Quality First Teaching resources and additional strategies as outlined in the child's SEND Support Plan.

### **Attainment targets:**

'By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant (Geography) programme of study.'

### **Assessment:**

The children in Nursey and Reception are assessed using specific area checkpoints, these assessments take place termly.

In Reception, pupils are assessed against the EYFS Statutory Framework Early Learning Goals for Understanding the World: People, Culture and Communities.

In Key Stages 1 and 2 assessments are completed at the end of each unit taught. This provides data for assessment for each unit taught, which enables individual children to be tracked to monitor progress and identify any appropriate support. The school's progression ladders assist with this.

Children's attainment is assessed, recorded and shared with parents at the end of each year. Pupils are assessed as: 'working towards the expected standard', 'working at the expected standard' or 'working at a greater depth within the expected standard.'

**Monitoring and review:**

The coordination and planning of the geography curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in geography and by providing a strategic lead and direction for this subject;
- evaluates the strengths and weaknesses in geography and indicates areas for further improvement and;
- reviews the policy every 2 years to ensure that it complies with the latest legislation, guidance and best practice.

Revised and adopted by Governing Body – Spring 2024.