



# Birkdale Primary School

## Geography Policy

The policy was updated September 2023  
The policy will be reviewed September 2025



**Our Mission Statement and Aims:**

**"Attainment through Caring, Challenge and Creativity"**

- Where caring and respect for others are the responsibility of all who belong here, so that we may grow to understand our individual uniqueness and learn to love and respect the world in which we live.
- Where the potential within us all is encouraged to flourish without fear or prejudice, so that we may learn to become all that we are meant to be.
- Where creativity has a pre-eminent place in the life and the work of the school, so that we may celebrate our own achievements and those of others.

## Introduction

At Birkdale Primary School we help pupils to understand their world, their role in it and the responsibilities that come with it. Children learn to appreciate the world around them by using enquiry skills to develop their knowledge and understanding of places, patterns and processes, environmental change and sustainable development. Geography at Birkdale Primary School is designed to inspire our pupils to have a curiosity and fascination about the world and its people. It should involve encouraging children to ask questions, to identify ways in which they might find the answers and finally to search for those answers.

Geography is the study of people, places and environments throughout the world. It develops an understanding of the human and natural world, maps, and a range of investigative and problem solving skills. Through geographical enquiry children can learn to evaluate the world around them. The study of geography enables children to understand local, national and international issues by studying the socio-economic and geographical aspects of various contrasting localities. It offers children the opportunity to engage in field work activities and to consider how their own actions may have an impact on the environment.

## Aims

Geography at Birkdale Primary offers children opportunities to:

- Stimulate pupils' interest in their own surroundings and other localities, both in the United Kingdom and the rest of the world.
- Give pupils the opportunities to make observations and to form opinions about their immediate environment and other localities.
- Understand how physical features such as climate, rivers, and volcanoes affect the lifestyles of different peoples throughout the world.
- Foster pupils' sense of wonder at the beauty of the world around them.

- Develop an understanding of the relationship between people and the environment and how people's actions affect the quality of the environment.
- Enhance the pupils' sense of responsibility with regard to caring for the Earth.
- Develop an awareness and appreciation of cultural and economic diversity
- Acquire and develop skills necessary for making geographical enquiries.
- Teaching and Learning

The scheme of work for Geography at Birkdale Primary will be based upon the National Curriculum. It is topic-based and should have links with other areas of the curriculum where it makes sense to do so.

In the Early Years Foundation Stage children will engage in activities and experiences that enable them to develop their skills, knowledge and understanding to make sense of the world they live in. Teachers plan activities and experiences based on Development Matters in the Early Years Foundation Stage. The Development Matters statements for Geography can be found in the EYFS Specific Area 'Understanding the World'. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments may vary from one another. They make observations, explain why some things occur and talk about changes. (Understanding the World, ELG).

In Key Stage 1 children should be taught about:

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.

Pupils should be taught to:

Locational Knowledge

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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 & 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

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
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### 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 their key stage
- Use simple compass directions (N,S,E,W) and locational and directional language (left, right, near, far) to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use symbols as a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the human and physical features of the surrounding environment

In Key Stage 2 children should be taught about:

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.

#### 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)

#### Place 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 & Physical Geography

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earth quakes, 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 mapping 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 to build their knowledge of the United Kingdom and the wider world
  - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

#### Assessment for Learning

Assessment evidence will be collected using

Formative Assessment -

- Talking to children and asking questions
- Discussing the work with the children

- Looking at the children's work and marking against the learning objective/WALT
- Observing the children carrying out practical tasks
- Pupil's self-evaluation of their work

#### Summative Assessment -

At the end of each term of work children will complete an 'end of term' assessment to gauge their understanding of the knowledge and concepts taught. Teacher assessment takes place at the end of each term. Children are assessed as emerging, expected or exceeding. This indicates the child's performance against the learning expectation being taught.

An annual report to parents will detail progress and achievements in Geography.

#### Adaptation

Some of our work is adapted by:

- Dialogue
- Flexible grouping
- Modelling
- Prompting
- Setting one tasks which has variety of levels/outcomes associated with it
- Explicit instruction
- Using technology to support pupils with SEND
- Scaffolding and self-scaffolding
- Varying the level of teacher/adult support given to groups.

#### Marking

Marking will be in line with the schools marking policy. Any misconceptions and corrections will be addressed by the class teacher as soon as possible after the teaching; children will make any necessary amendments with their 'correction pens'. Pupils will have verbal feedback about their work and progress at intervals throughout the year.

#### SEND

Children are given access to Geography irrespective of ability, race and gender (see Equal Opportunities Policy). Teachers are responsible for the learning of all children in the class. This may involve formulating individual learning programmes for any children with particular needs.

Activities in Geography have characteristics which help pupils to achieve success:

- They emphasise first-hand experience

- Knowledge and skills can be developed in small steps through practical activities
  - Geography investigations can capture the imagination and so encourage participation and enthusiasm.
- Provision for pupils with Special Educational Needs is planned in line with the Code of Practice for SEND. Tasks are differentiated and matched according to the abilities of the pupils.

Monitoring and evaluation.

The Geography Subject Leader, in conjunction with the HT and SLT, is responsible for the monitoring and evaluation of geography standards and provision within the school.

Monitoring and evaluation activities include:

- Planning, work and assessment scrutiny
- Lesson / team teaching observations
- Sampling children's work and discussion
- Analysis of standards achieved

They should also provide support to staff and inform them of courses and developments in Geography - acting as an advocate for the subject throughout the school.