



Much Woolton Catholic Primary School

'With Jesus we Love, Learn and Grow'

School Policy for Geography

Approved by the Governing body in October 2023

Signed _____ Chair of Governors

Signed _____ Head teacher

To be reviewed and revised in October 2025



MISSION STATEMENT

With Jesus we Love, Learn and Grow

To do this we will:

- Be a Christian community that follows Jesus in living out Gospel values. (Christ centred)
- Provide opportunities for all to grow and achieve their full potential, by igniting a desire for lifelong learning. (Education)
- Be a beacon of light that shines out to others, sharing faith, hope and love. (Community)

Objectives:

(Christ Centred)

- Provide quality collective worship and enriching liturgical celebrations.
- Enable our children to acquire an excellent religious education, through a well taught and resourced Come and See programme.
- Encourage all to develop their understanding of and relationship with God, while at the same time respecting that others choose to express their faith in different ways.
- Be positive role models, who treat each other with respect and are willing to forgive and be forgiven.

(Education)

- Provide a stimulating curriculum, which is fun, challenging and relevant to the needs of our children.
- Value all our pupils and staff, appreciating their uniqueness and individual talents, enabling them to develop these to the full.
- Have high expectations of ourselves and each other, in all that we do.
- Ensure that all children reach their full potential through effective planning, assessment and evaluation, which will inform their next steps.

(Community)

- Create a positive atmosphere where all feel valued and are welcomed into our school community.
- Develop positive links between the school and parish community.
- Learn about and appreciate other faiths and cultures.
- Use our talents as responsible citizens to enrich the lives of others in our local and the global community.



Geography Aims

By the end of Key Stage 1, children should be able to:

Location knowledge

- Name and locate the world's seven continents and five 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 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.
- 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 this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) 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 and construct basic symbols in a key.
- 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.



By the end of Lower Key Stage 2, children should be able to:

Geographical Enquiry

- Carry out a survey to discover features of cities and villages.
- Find the same place on a globe and in an atlas.
- Label the same features on an aerial photograph as on a map.
- Plan a journey to a place in England.
- Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)

Physical Geography

- Describe the main features of a well-known city.
- Describe the main features of a village.
- Describe the main physical differences between cities and villages.
- Use appropriate symbols to represent different physical features on a map.

Human Geography

- Explain why people are attracted to live in cities.
- Explain why people may choose to live in a village rather than a city.
- Explain how a locality has changed over time with reference to human features.
- Find different views about an environmental issue.
- Suggest different ways that a locality could be changed and improved.

Geographical Knowledge

- Locate the Tropic of Cancer and the Tropic of Capricorn.
- Know the difference between the British Isles, Great Britain and UK.
- Know the key countries that make up Europe.
- Name up to six cities in the UK and locate them on a map.
- Locate and name some of main islands that surround the UK.
- Name the areas of origin of the main ethnic groups in the UK & in their school.



By the end of Upper Key Stage 2, children should be able to:

Location 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 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 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.



Long Term Curriculum Map

2024-2025

Features:

- 30 units of work (Science)
- 15 units of work (History), and 15 units of work (Geography)
- longer units for deeper study
- coherent, sequenced progression within and across subjects
- complete coverage of Primary Science, History and Geography National Curriculum Programmes of Study.

This curriculum outline is one approach. Alternative approaches are possible.



	Autumn 1	Autumn 2	Spring 1 and 2	Summer 1	Summer 2
YEAR 1	Our Local Area	Toys Over Time	Transport and Travel	The United Kingdom	Beside the Sea
	Everyday Materials	Autumn and Winter	Amazing Animals	Spring and Summer	Plants
YEAR 2	The Great Fire	Kings and Queens	Planet Earth	People who made a difference	Life in Kenya
	Uses of Materials	Animals: Needs for Survival	Habitats	Protecting our Environment	Plants and Growth
YEAR 3	Stone, Bronze and Iron Ages	Settlements and Land Use	Ancient Egypt	Climate and Climate Zones	Europe
	Skeletons, Muscles and Nutrition	Rocks and Fossils	Light and Shadows	Plants: Needs for Survival	Forces and Magnets
YEAR 4	The Romans	Roman Britain	Amazon: rivers and rainforests	Maya Civilisation	The USA
	Teeth and Digestion	States of Matter	Living things and Environments	Sound	Electricity
YEAR 5	Anglo Saxons and Scots	Vikings	Asia: Mountains, Volcanoes and Earthquakes	Baghdad and the Middle East	Biomes and Vegetation
	Earth and Space	Forces	Materials: Properties and Changes	Life Cycles	Growing Older
YEAR 6	Ancient Greece	Mapping the World	Conflict and Resolution	Global Challenges: Climate Change	Global Challenges: Trade
	Light	Classification	Evolution and Inheritance	Electricity	Circulation and Lifestyle

The Learning Objectives and Knowledge, Skills and Understanding are outlined in the Ark curriculum (Highlighted in Yellow)

Geography should be taught as a block of learning as suggested in the Ark Long Term plan for each year group., Planning should be adapted to meet the needs of the children and completed within each year group, using a question to focus each lesson.

Cross Curricular Links

In line with the School Improvement Plan, Geography should lend itself to many extended writing opportunities. This needs to be evidenced in books and book arts alike. In EYFS and Year 1 a topic or theme based approach may be used to extend learning across all subjects. The Geography curriculum also works alongside the OPAL (Outdoor Play and Learning) to improve outdoor play at lunchtimes.

Differentiation

Work in Geography needs to be differentiated. There should be many opportunities to do this effectively so that SEN children are supported and Gifted and Talented children are challenged. In line with the marking policy effective feedback should be given and open-ended questions should be used to further the children's learning.

Resources

All school resources are now centralised and can be found in between the Year 5/6 corridor in the Geography and History cupboards. New resources are ordered annually in accordance with the budget and the needs of staff.

Assessment

For assessment in Humanities there is to be a KWL grid technique for each class. At the start of the topic the child fills in the K and W parts of the grid and the L column at the end. This shows clear progression as it is a great visual stimulus and should be stuck into children's books or appropriate folder. In Early Years the assessment mind map can be completed as a whole class activity.

Monitoring of Geography

The coordinator will ensure that there is curriculum coverage in the programs of studies agreed by collecting in books/book art, planning and assessment and each term.

