



Geography Policy

Safeguarding Statement

West Heath Primary will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. West Heath Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. Please also refer to the

No Platform, Visiting Speaker Policy.

Owner – CSTL

Date for review – September 2028

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Audience

This policy is designed to be used by teachers at West Heath Primary School to ensure that the expectations for the teaching of Geography are clear.

Curriculum Statement

Geography is a core, foundation subject in the National Curriculum. This policy will form the basis upon which we map out the intent, implementation and impact of geography at West Heath Primary School. It will outline the purpose, nature and management of how geography is taught and learned in our school and will inform new teachers of expectations. All staff are fully aware of their role in its implementation. Staff have access to the policy via the schools server on the Teachers' Drive.

"Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?"

Intent:

At West Heath Primary School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We want children to know that geography is all around us, from the beginning of and until the end of time. By creating an enquiry-led curriculum, we believe children will become engrossed in their topic and given a focus to strive towards within their learning. In KS1, children focus on their immediate, current geography, and slowly branching out to the continents, along with being introduced to fieldwork through data collection and interpretation. As children progress through to KS2, they explore how human and physical geography shape our world, looking at how they play a part in influencing each other; they learn about the world's natural elements such as disasters and land formations, along with human uses of land around the world.

Implementation

Through a question-based, enquiry approach, we believe children will become engrossed in their topic and given a continuous focus throughout. Children are introduced to the enquiry question in their first lesson of the topic and understand they will answer it at the end, using all of the knowledge they have acquired throughout the half-term. This means an inherent thread is intertwined throughout: curriculum maps, planning, delivery and assessment. Although each lesson will have a different outcome and set of skills, the children understand that new knowledge, wedded with prior knowledge, will help them answer their over-arching topic question. This answer, teamed with teacher assessment, is further monitored by the subject coordinator regularly through pupil voice to establish the effectiveness of the curriculum.

The topics within Geography, at West Heath Primary School, have been picked and placed in a systematic, coherent way, to ensure progression. They are broken down into 4 golden threads: Place and Space, Environment, Earth Systems and Mapping. KS1 begins with a focus on the local area, branching out to the UK and then the continents, along with a compare and contrast study of the Birmingham and Nairobi (to first introduce the wider world). The focuses gradually expand to more elaborate enquiries encompassing a variety of worldwide locations and geographical elements in KS2, including a local settlement study, where resources are from, land formations and natural disasters and an America study. Enquiries are chosen systematically and build on existing knowledge acquired the previous year, with previous knowledge being regularly revisited and drawn out in subsequent teaching sessions. Every geography lesson (Years 2 -6) begins with a 'Where in the World?' activity; these short sessions reinforce prior learning from previous year groups along with current learning and some exposure to upcoming topics. The aim of this starter activity is to recall, embed and secure key geographical learning, while securing locational knowledge. A progression of skills map is followed to ensure coverage and that skills are being built upon throughout children's Geography journey; the skills are: mapping, observation and fieldwork, data analysis, interpretation, geographical vocabulary, compare and contrast. Fieldwork is highlighted in red on the curriculum map and takes place in every year group.

Impact

A high-quality geography education should inspire pupils with knowledge about diverse places, people and natural and human environments together with a deep understanding of the Earth's key physical processes. Geography presents a unique contribution to the national curriculum. It studies peoples' interaction with the environment. It allows children to explore social, environmental, economic and political aspects of place, whilst comparing local and global settings. At West Heath, we see the importance of giving Geography its own independence and importance. It should not always be labelled as 'Topic' or 'Humanities', but given its own autonomy and significance, to which it warrants. The fact that the Geography

topics provide a base for learning in other subjects to be built upon, knowledge can be transferred into and complimented by other areas of the curriculum.

EYFS

In EYFS, geography is not taught as a discrete subject but is embedded within the broader context of "Understanding the World." Children explore their immediate environment through play and hands-on experiences – such as looking at vegetables and texts related to this – which lays the groundwork for geographical thinking. Children have a topic lesson once a week, which focuses on the objectives; this is then implemented into the environment for children to access during continuous provision. At West Heath Primary School, children explore the natural world around them, drawing on their own experiences and using a range of non-fiction texts. Children are exposed to some of the important processes and changes in the natural world around them, including the seasons.

Key Stage 1

The main focus in Key Stage 1, as the National Curriculum requires, is to begin to develop an understanding of the wider world, whilst mainly focusing on *the United Kingdom and their locality*. In **Year 1**, this is done through topics on: the 4 seasons and the local area of West Heath and an introduction to the UK. Again, in **Year 2**, there is a strong focus on locality with topics on: Birmingham vs Nairobi alongside and continents and oceans. By using a compare and contrast question (with the UK), the children will be able to wed this new knowledge with existing knowledge on their local area, acquired throughout KSI.

Key Stage 2

In **Year 3**, children dive deeper into their local area through a local settlement study, allowing them to see types of settlement and how they develop. Still building on the UK learning from Year 2, they look at different ways that land is used throughout use their prior knowledge of Africa to learn about savannahs and deserts. Children's knowledge of the wider world should now be growing as they look at deserts and savannahs from around the world. By **year 4**, the children are beginning to look at more complex geographical knowledge, such as the intricacies of a volcano and exploring Europe: the Mediterranean, to identify human and physical features with a view of being a favourable holiday destination and why. These topics will be further expanding their knowledge of countries / continents bordering the ring of fire and major European countries.

The **Year 5** focus shifts much more to land formations with a strong focus on mountains, trade and migration, and looking at the threats to land along the coastlines of Britain, in order to meet the human and physical geography aspects of the National Curriculum. **Year 6** delve into both American continents, allowing for detailed comparison between their own

geographical location and a contrasting one, before exploring the inequality of wealth across the globe through learning about North America.

Assessment

Children are introduced to the enquiry question in their first lesson of the topic and understand they will answer it at the end, using all the knowledge they have acquired throughout the half-term. This means an inherent thread is intertwined throughout: curriculum maps, planning, delivery and assessment. Although each lesson will have a different outcome and set of skills, the children understand that new knowledge, wedded with prior knowledge, will help them answer their over-arching topic question. This answer, teamed with teacher assessment, is used to form an overall assessment.

Inclusion

At West Heath Primary School, we teach geography to all children. whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all. Through our geography teaching, we provide learning opportunities that match the needs of all children, immersing all learners within the same teaching and learning experiences, including off-site trips and visits/ enhancements, providing support in the form of scaffolding as needed to enable access to the curriculum. Through an active, holistic approach to teaching and learning, we are giving opportunities for all children to develop as geographers, including those who do not always thrive in a classroom setting.

Role of the subject leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of geography.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SMT.
- To monitor planning and oversee the teaching of geography.
- To lead further improvement in and development of the subject as informed by effective subject overview.

- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the geography curriculum take account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

Review

This will be reviewed biannually by the Geography coordinator.