

**St. Margaret's Anfield Church of England Primary School**

Jesus said, "Love one another as I have loved you" (John 13:34). Therefore, by faith and work, be the change you want to see.

With God, all things are possible.



**Geography Policy**

**Natasha Collins**

<b>Date</b>	<b>Action</b>	<b>Review Date</b>
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## **Overview**

In St. Margaret's Anfield, we will, through effective teaching and learning of the knowledge, skills and understanding of Geography, help all children to develop an understanding of the world around them and its people, beginning locally and then expanding outwards. We will use the National Curriculum Geography Guidelines and Opening Worlds as the basis for our schemes of work whilst ensuring we have a bespoke curriculum fitting the needs of our children. In addition, we will make meaningful links with the other subjects of the curriculum. Our aim is to inspire and nurture a sense of curiosity within our children about the diverse world in which they live, giving them the skills needed to bring Geography to life.

## **1 Aims and Objectives**

- To develop a strong understanding of their own locality and the features within it.
- To name, locate and identify significant characteristics of the UK.
- To develop a knowledge of the world, its continents and its oceans, confidently discussing significant characteristics.
- To develop understanding of the human and physical processes which impact our world and recognise their influence over time.
- To develop and build upon Geographical skills, both map work and fieldwork, throughout their school journey.

### **1.2 Knowledge, skills and understanding**

The Following are built upon in each year group.

- Locational Knowledge
- Place Knowledge
- Human and physical knowledge
- Geographical skills and fieldwork

### **1.3 Geography teaching at St Margaret's will help pupils to:**

- Learn about the world through the structured teaching of locational knowledge and human and physical processes, investigating their impact.
- Develop their geographical enquiry through map work, field work and investigation, and exploration of quality resources such as atlases and globes. These skills will be built upon sequentially as pupils move through school.
- Develop a clear understanding of the world around them, starting with their locality and branching outwards to deepen their knowledge and build upon it over time.
- Investigate local Geography.
- Learn about the world, its places, processes and people, from a range of primary resources.
- Explore first-hand experiences, visits, visitors and resources.
- Take greater responsibility for their learning.
- Develop their feelings and 'empathy' for others, through their understanding of diversity of culture and background, learning more about the lives of others and how they compare to their own.

## 2 Early Learning Goals

The EYFS Educational Programme for Understanding the World says:

'Understanding the World' involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.'

### Understanding the World

#### Three- and Four-Year-Olds

- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

#### Reception

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different from the one in which they live.

### People Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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 Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

## KS1 Pupils will be taught about:

### Year 1

- My Liverpool: What is Liverpool like and what makes it special?
- Weather Watchers: What is the weather like in the UK and how does it affect our lives?
- The Seaside and Me: What is the seaside like and how is it different from the city?

### Year 2

- The United Kingdom: Four Countries, One Nation: What are the four countries of the United Kingdom like and how are they similar or different?
- Two Places, Two Worlds: Southport and Kampi ya Moto: How are places around the world similar and different?
- Global Gardens: Why do plants grow in different parts of the world?

## Using Opening Worlds, KS2 pupils will be taught about:

### Year 3

- Rivers: How do rivers, people and land affect each other?
- Mountains: How do mountains and people affect each other?
- Settlements and Cities: How are settlements similar and different?
- Agriculture and Farming: How are we connected to farmers?
- Volcanoes: How do volcanoes affect a place?
- Climates and Biomes: How does the climate affect the way people live?

### Year 4

- The Rhine and the Mediterranean: How are different parts of the Rhine and the Mediterranean used by people?
- Population: How and why does population distribution vary across Great Britain?
- Coastal Processes and Landforms: How does the location of west Wales affect its coast?
- Tourism: How do tourists interact with a place?
- Earthquakes: How do earthquakes affect people and environments?
- Deserts: Why are deserts located where they are?

### Year 5

- Why is California so thirsty? How have the actions of people affected the drought in California?
- Oceans: How can oceans affect human behaviour and settlements?
- Migration: Why do people migrate?
- North and South America: What are the pros and cons of living in a megacity?
- The Amazon: In what ways does the geography of South America affect life in the Amazon?
- Interconnected Amazon: How does agriculture in the Amazon interact with other parts of the world?

### Year 6

- Energy and Climate Change: How do local actions in the UK affect global climate?
- Ethiopia: How do global changes affect local places in Ethiopia?

- Changing Birmingham: How much did Birmingham change between 1750 and the present day?
- Jamaica: What is a preferable future for Jamaica's tourist industry?
- Local Area Enquiry

## **Spiritual, Moral, Social and Cultural Development**

### **Spiritual development**

Through teaching *Geography*, we can also develop children's spiritual development. Essentially, *Geography* is about studying people, where they live and our relationship with the environment. This involves providing children with the opportunities to reflect on their own values and beliefs and those of others. Children may explore what it would be like to live in a squatter settlement, or as a victim of an earthquake or other natural disaster, to living on tropical islands. Children have the opportunity to explore their own feelings about the people, culture, place and environments that they are learning about.

### **Moral development**

Most geographical issues provide opportunities for distinguishing a moral dimension; for example, should deforestation be allowed in a rainforest? Should open cast mining be allowed in an area of outstanding natural beauty? Such issues are explored through fun decision-making activities, where children understand the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.

### **Social development**

Fieldwork and classroom opportunities that the *Geography* curriculum provides, enhances social development as pupils develop a greater degree of self-discipline and rely on collaborative skills to ensure the learning is successful.

*Geography* also teaches an understanding of citizenship, where debates and discussions teach pupils about the planning process in a town or city; they learn about national and international trade links how this has an impact on people and places; and understand of the concept of sustainable development.

### **Cultural development**

An essential component of *Geography* is place knowledge. By understanding the features and characteristics their local area, children understand why it is like that, and can contrast where they live with more distant localities, in this country and abroad. This understanding ensures children are aware of the cultural traditions associated with the place they are studying, as well as our own multicultural society.

### **3.Implementation, Planning and Assessment**

#### **3.1 Organisation**

Geography is taught through topics and often shares many cross-curricular links with other subjects. In Key Stage 1, Geography and History are taught on an alternating half-termly basis, with Geography taught for one half term followed by History in the next. This approach ensures that three Geography topics are delivered across the academic year. In Key Stage 2, Geography is taught weekly throughout the entire academic year. Lessons are taught weekly or in blocks, depending on the topic. There are opportunities to revisit learning within the year and from previous years. Where appropriate, enrichment opportunities are planned to enhance the Geography curriculum, including educational visits, visitors to school and whole-school or curriculum enhancement weeks. In Early Years, lessons often link with children's experiences and are mostly taught through incidental opportunities, celebrations and stories.

#### **3.2 Planning and Resources**

Geography objectives are outlined on a long term 'end of year assessment' document from Early Years to KS2 which staff can access to plan for coverage and progression between year groups. A more detailed medium-term plan is then completed to show the lesson sequence in order to answer an end of topic question and to ensure that previous learning is being built upon (Y1-6). The teaching in Early Years is included within the planning sequence of Understanding the World. Many resources have been made available to staff during staff meetings, and these are saved on the teacher drive. Other resources that are needed are discussed with the Geography leader. In Key Stage Two, we are currently following the Opening Worlds Programme.

#### **3.3 Monitoring and Assessment**

Geography is monitored through learning walks, observations and summative reports where teaching and learning is seen in action as well as in the environment through displays. Pupil and staff voice, as well as book looks, also provide a strong monitoring opportunity. Planning is checked to ensure continuity, progression and coverage. The end of term summative assessment spreadsheet in Geography is accessed in all year groups to monitor and analyse attainment.

## Subject Leadership

- To liaise with and to support staff in the implementation of *Geography* teaching.
- Monitor the teaching and learning of *Geography*, ensuring coverage and progression.
- Liaise with staff to identify and organise resources for *Geography*.
- Promote the use of intriguing environments for *Geography* through the use of displays, *Geography* days and themed weeks.
- To arrange staff training when necessary to update and strengthen knowledge.
- To review this policy document and revise as appropriate in accordance with school policies and National Curriculum requirements.

Policy Written by: N.Collins