



Nourishing the fitrah of each unique child

Geography Policy

“Travel in the land and see how (Allaah) originated creation...”

(Surah Ankabut 29:20)

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Geography Policy

Geography teaches us about people, places and environments. At Unique Academy, children will learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures, as Allaah mentions:

"We have created you from a male and a female, and made you into nations and tribes, that you may know one another."
(Surah Hujurat 49:13)

Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of human beings as *khalifah tul ardh* (custodians of the earth) and therefore ensuring that we all engage in sustainable living for the future of mankind.

Intent

At Unique Academy, Geography is offered through structured lessons to ensure that children acquire the necessary skills as required to meet the aims of the National Curriculum. We aim to develop pupils' contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We aim to develop children's knowledge and understanding of the world and its people – which will stay with them for the rest of their lives. Children will have opportunities to investigate places around the world as well as physical and human processes. Lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure progression through Geography.

Implementation

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenges. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Our lessons come with the end of unit assessments to give the teacher and adults leading geography confidence in the progression of skills and knowledge and those outcomes have been met. Keywords are also highlighted in each lesson pack, to be used by children to deepen their geographical knowledge.

Impact

At Unique Academy, we aim for the Geography subject discipline to be enjoyed and loved by pupils. We look forward to seeing high quality evidence presented in children's books and for children to use geographical vocabulary accurately and with an improved understanding of the physical and human processes of Geography. Children will also begin to make relevant links with Geography and other subject disciplines such as history and science. Pupils will improve their enquiry skills as well as realise that they have choices to make in the world, which Allaah has given us as *khalifah tul ardh* (custodians of the earth). This deeper understanding should develop in the children a positive commitment to the environment and taking care of the planet and its inhabitants. Children will explore how to collect and analyse a range of data they have gathered. Pupils will also be able to interpret a range of sources of geographical information and they will communicate geographical information in a range of ways. All children will develop the ability to speak confidently about

their geographical learning, knowledge and skills.

Early Years

Geography is taught in the EYFS classes as part of the topics covered each half term. Geographical aspects of the children's work relate to the objectives set out in the Early Years Foundation Stage framework which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Key Stage 1

In Key Stage 1, children investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

In Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximised.

Geography Curriculum Planning

At Unique Academy our Geography is planned over a 2 year cycle using the Cornerstones curriculum. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Teaching and Learning

At Unique Academy, we use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

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

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Assessments

We assess the children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they are working at, below or above the expectations of the unit. We record the results in our assessment tracker, and we use these to plan future work, to provide the basis for assessing the progress of the child.

Samples of children's Geography work are kept in their learning journeys in early years and topic books in key stage 1.

Resources

We keep Geography resources in a central storage room where there is a box of equipment for each unit of topic. We have a variety of atlases. In classroom bookshelves, we have a good supply of geography topic books. There is internet access and teachers can access educational activities to support the children's individual research in the classes.

Fieldwork

Fieldwork is integral to good geography learning and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

In Key Stage 1 all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the local area.

Monitoring

The Headteacher is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The Headteacher is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The Headteacher evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The Headteacher will conduct classroom visits to observe teaching in Geography.



Geography Curriculum Map

Class	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery	Our school community Community helpers Key workers heroes Who's who? Woodland walk Exploring leaves Who lives in the woods? Wild ones	What happens when I sleep? Nocturnal animals Night owls Out in space Winter wonderland Frozen Where is it always cold?	Into the woods Royal baths Festive lights around the world Celebration food Is it shiny?	Prehistoric safari Carnivore or herbivore Dinosaur island Is it weatherproof?	Outside explorers Our garden Garden hunt Who is in the garden? What is a shadow? Let's investigate	Clean up! Wish you were here? Maps and plans Children around the world Stories from around the world Food from around the world Under the same sky Floating and sinking
Reception	Journeys Who lives here? Remembering our experience World explorers Bear hunt Where we live Where have you been? Marvellous maps Changes	How far?	Food and farming Down on the farm Time to grow	Yearly changes Clean up	Animals around the world Comparing places Handa Look after us Looking after nature Same and different Wild garden	Will it float? What can you do at the beach? Looking after our beaches Who lives on the seashore? Who lives in a rock pool? Seas and oceans Treasure maps
Year 1 / 2 Cycle A	Our wonderful world: Geography skills The world The United Kingdom	Physical and Human Characteristics of the United Kingdom: Life in the United Kingdom London – a capital city Routes and locations	Geography revision and retrieval practice: Our school fieldwork Our locality Litter!	Our wonderful world: Geography skills The world The United Kingdom	Physical and Human Characteristics of the United Kingdom: Life in the United Kingdom London – a capital city Routes and locations	Geography revision and retrieval practice: Our school fieldwork Our locality Litter!
Year 1 / 2 Cycle B	Let's Explore the World Atlases, maps and cardinal compass points Collecting primary data in locality	Let's Explore the World Fieldwork: Hot, temperate and cold places Characteristics of the United Kingdom Comparing places	Geographical coastline features of the United Kingdom Human features of a coastal town Tourism	Dangers of the coast Celebrating the coast Map making	Significant places: Royal residences around the United Kingdom and Ireland Significant Monuments Different uses of Royal residences today	Landmarks and basic human and physical features Devise simple map with key Royal Homes
Year 3 / 4 Cycle A	One Planet, Our World Geographical skills: Reading maps Analysing data The world: Plate tectonics Climate zones Locating European countries and cities	One Planet, Our World The United Kingdom: Human and physical features Weather and the local environment Land use in the UK	Physical geography: Volcanoes Plate tectonics Latitude and longitude	Physical geography: Forces of nature Earthquakes and tsunami Celebrating the Earth		
Year 3 / 4 Cycle B	Interconnected World Geographical skills: Grid references The world: Tropics of Cancer and Capricorn North and South America	Interconnected World The United Kingdom: Renewable energy National Rail network Canals	Rivers Case study – River Trent Mountains Topography and contour lines	The science of rivers and mountains Habitats Case study – Somerset Levels flooding Soil		
Year 5 / 6 Cycle A	Investigating Our World Geographical skills: Ordnance Survey maps The world: Time and Climate zones	Investigating Our World Geographical skills: Ordnance Survey maps The world: Time and Climate zones	Farming in the UK: Allotments Maps Potato Farming	Farming across the world: Climate zones North and South America Citrus Farming	Geography of Greece	Geography of Greece

	Human geography Sustainable manufacturing processes The United Kingdom: Transport networks	Human geography Sustainable manufacturing processes The United Kingdom: Transport networks		Coffee Morning		
Year 5 / 6 Cycle B	Our Changing World Geographical skills: Features of Earth Latitude and longitude Time zones Scale and distance	Our Changing World The world: Climate change Trade Natural resource management The United Kingdom: Road safety Human settlement patterns	Compare physical and human geography Northern and Southern hemispheres Polar region Polar climates Polar landscapes	Climate change Natural resources Indigenous people Case study – Tourism in the Antarctic		Warring and allied nations of the First and Second World War: Axis and Allied Powers Interdependence of physical and human geographical features of the world



Geography Progression Map

Early Years Foundation Stage

Understanding the World (People, culture and communities) Children know about similarities and differences between themselves and others, and among families, communities and traditions.	Understanding the World (The Natural 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 might vary from one another.
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The Early Learning goals which closely link to the Geography National Curriculum.

Key Stage 1 National Curriculum Expectations	
Locational Knowledge Pupils should be taught to: <ul style="list-style-type: none"> 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 Pupils should be taught to: <ul style="list-style-type: none"> 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 Pupils should be taught to: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> -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 Pupils should be taught to: <ul style="list-style-type: none"> 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 [for example, 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.

Key Stage 2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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, 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.

Locational knowledge		Place knowledge	
KS1	LKS2	KS1	LKS2
<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name and locate the world's seven continents and five oceans; b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; c 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; d use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> a compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. 	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>KS2 Geography National Curriculum Children can 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.

Human and Physical Geography		Geographical Skills and Fieldwork	
KS 1	LWKS 2	KS 1	LWKS 2
<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>KS1 Geography National Curriculum Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> a 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; b 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; c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>KS2 Geography National Curriculum Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; b human geography, including: types of settlement and land use; c use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. 	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p>KS1 Geography National Curriculum Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; b use simple compass directions and locational and directional to describe the location of features and routes on a map; c devise a simple map; and use and construct basic symbols in a key; d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. 	<p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>KS2 Geography National Curriculum Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none"> a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.