



Wallsend Jubilee Primary School Geography Policy

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Version I	Description of Change	Date/Author

Wallsend Jubilee Primary School Geography Policy

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils learn the skills of

understanding a locality and how and where people fit into its overall structure. Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

Aims

Within Early years, children are taught geographical skills predominately within their mathematics and understanding the world units of learning. The 2020 Development matters document has provided statements, upon which learning is based, that are prerequisite skills for geography within the national curriculum. These are presented in the table below;

Nursery (3 and 4 year olds)	Mathematics	<ul style="list-style-type: none"> - Understand position through words alone. For example, "The bag is under the table," - with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind' 	
	Understanding the world	<ul style="list-style-type: none"> -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	Understanding the world	<ul style="list-style-type: none"> -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 to the one in which they live 	
Early Learning Goal	Understanding the world	People, Culture and communities	<ul style="list-style-type: none"> -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
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			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.

The national curriculum for geography aims to ensure that all pupils by the end of Key stages 1 and 2 know, can apply and can understand the matters, skills and processes specified in the relevant programmes of study.

Key Stage 1 Pupils should be taught about:

a) 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.

b) 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.

c) 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

d) 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.

Key Stage 2 Pupils should be taught about:

a) 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).

b) 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.

c) 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 and 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.

d) 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.

Teaching and Learning

Wallsend Jubilee Primary School uses a variety of teaching and learning styles in geography lessons. The principal aims are to develop skills and understanding as well as developing technical knowledge. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

Planning

At Wallsend Jubilee Primary School, geography is taught through a theme based approach alongside design & technology, history and art. Our long-term plans display the themes covered each term for each key stage. Our objectives in geography are taught progressively and are highlighted on our skills progression documents. These skills have been further broken down within each year group and mapped out on the knowledge organiser for their appropriate theme. Our Knowledge organisers define what geography objectives we will teach within a theme unit and ensure an appropriate balance and distribution of work across each term.