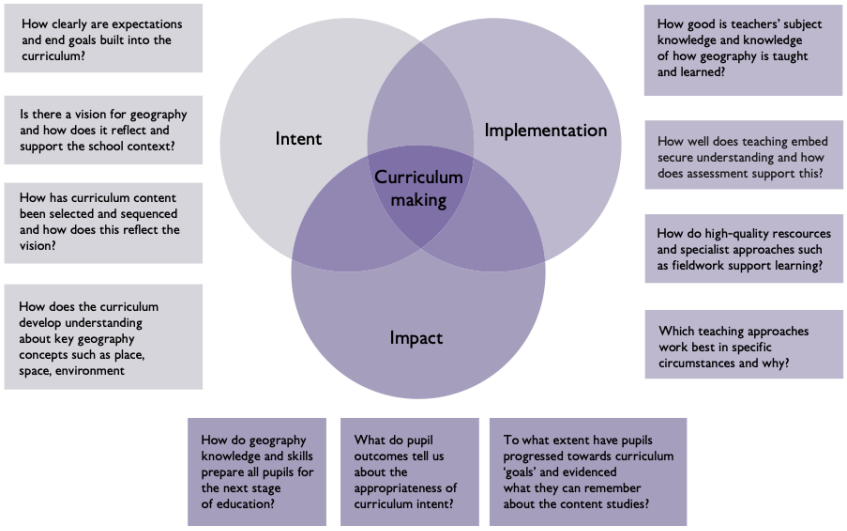
Newdale Primary School
and Nursery

Geography Policy

Reviewed June 2025
Next review June 2028

1. Intent and Rationale

1.1 Our intention is for the children at Newdale to leave with a **curiosity and fascination** about the diverse, ever-changing world we live in, and people we live with, that will remain with them for the rest of their lives. Our **bespoke curriculum** sequences the National Curriculum objectives in a well-structured manner allowing our pupils to transfer their learning from working memory into long-term memory. Teaching should equip pupils with knowledge about **diverse places, people, resources and natural and human environments,** together with a deep understanding of the Earth's key **physical and human processes.** Using the whole brain learning approach, we ensure **knowledge builds knowledge** from EYFS all the way to KS3. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the **interaction between physical and human processes**, and of the **formation and use of landscapes and environments**. Our enquiry-based questions, retrieval practises and golden threads support children in **knowing more and remembering more**. Our diverse local area supports **enriching fieldwork** experiences that span from simple observations at EYFS to **child-led enquiries** about physical processes in UKS2.



Kinder and Owens (2019) p.12

1.2 The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

1.3 Pupils at Newdale will:

- Develop an understanding of direction, orientation, scale and position - allowing them to have a **secure understanding of location** and build a sense of identity.
- Have **well-rounded place knowledge** about globally significant places – relating a place's location to its characteristics and being able to **make meaning comparisons**.
- Describe a wide-range of environmental, physical and human processes – thus, pupils develop their **understanding interconnectedness** and their responsibility in **caring for the environment**.
- Become fluent in gathering, analysing, presenting and interpreting geographical data or information – thus **recognising patterns** or deepening place knowledge.

2. Putting Policy into Practice:

2.1 Our policy and bespoke curriculum has been written in line with the National Curriculum. It has been influenced by the Royal Geographical Society, the Geography Association, guidance from a KS3-KS4 Geography lead and the 2021 Ofsted Review.

2.2 When identifying our substantive order concepts, we have looked carefully at how knowledge will build upon previously learnt knowledge. We have considered the content that pupils will have already covered in EYFS and what they will go onto cover in Key Stage 3.

See below for our Geography coverage at Newdale (with enquiry questions and substantive concepts) and examples of unit overviews.

EYFS

Ladybugs 18-36 months			
YN1 EYFS LINK to YR and Year 1 National Curriculum **Geography** ***Y1 topics:*** *Our Local Area* *UK* *Weather*	**YN1 EYFS LINK TO Geography** YN2, YR&Y1 (UK) [Key concept: Locational/Place/Cultural] **KNOW & UNDERSTAND:** Features of the classroom including, Nursery, garden, carpet area, toilet. Some positional vocabulary. **KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND:** NEXT TO ON TOP UNDERNEATH NURSERY GARDEN CARPET TOILET	**YN1 EYFS LINK TO Geography** YN2, YR&Y1 (Local Area) [Key concept: Locational/Place/Cultural] **KNOW & UNDERSTAND:** To have a sense of place (Understand they go to Ladybugs, that they have a home.) **KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND:** HOME NURSERY .	**YN1 EYFS LINK TO GEOGRAPHY** YN2, YR&Y1 (Weather) [Key Concept: Environmental. Physical Processes/Place] **KNOW & UNDERSTAND: (Physics)** Different types of weather. **KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND:** SUNNY/WINDY/RAINY/CLOUDY
Mighty Oaks 36-48 months			
YN2 EYFS LINK to YR and Year 1 National Curriculum Geography KEY KNOWLEDGE AND SKILLS ***Y1 topics:*** *Our Local Area* *UK* *Weather*	**YN2 EYFS LINK TO Geography** YR to Y1 (UK) [Key concept: Locational/Place/Cultural] **KNOW & UNDERSTAND:** Features of the local environment including, forest, playground, field, corridor, hall, Nursery, garden. Features of story settings, including story maps, forest, mountains, rivers, ponds etc. **KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND:** FAR AWAY NEAR WATER BEHIND FRONT NEXT TO FORWARDS BACKWARDS ON TOP UNDERNEATH MAP FOREST, PLAYGROUND, FIELD, CORRIDOR, HALL, NURSERY, GARDEN. FOREST, MOUNTAINS, RIVERS, PONDS ETC.	**YN2 EYFS LINK TO Geography** YR to Y1 (Local Area) [Key concept: Locational/Place/Cultural] **KNOW & UNDERSTAND:** The names of common story settings such as forest, town, seaside, countryside, rivers, mountains. To have a sense of place (I live near school, say if they live in a house, describe places they go to and how they get there.) **KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND:** HOUSE FLAT CARAVAN SHOPS TOWN PARK SEASIDE / BEACH HOLIDAY / AEROPLANE .	**YN2 EYFS LINK TO GEOGRAPHY** YR to Y1 (Weather) [Key Concept: Environmental. Physical Processes/Place] **KNOW & UNDERSTAND: (Physics)** the vocabulary relating to time – days, year in relation to their age, soon, before, yesterday, tomorrow, next. Different types of weather. Typical weather of each season and events and celebrations that fall in that season. **KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND:** SEASONS SPRING SUMMER AUTUMN WINTER WEATHER SUNNY/WINDY/RAINY/CLOUDY/STORM/THUNDER/LIGHTNING/ SOON, BEFORE, YESTERDAY, TOMORROW, NEXT

Reception			
EYFS LINKS to Year 1 Year 1 National Curriculum *Geography* *KEY KNOWLEDGE AND SKILLS* *HIERARCHICAL LEARNING* *Y1 topics:* *Our Local Area* *UK* *Weather*	EYFS LINK TO Geography Y1 (UK) [Key concept: Locational/Place/Cultural] PEOPLE, CULTURE & COMMUNITIES KNOW & UNDERSTAND: that a map represents a place how maps can help us a sense of location within school e.g. classroom/playground/hall/forest school how to create a 3d map how to create a 2d map locate items using a map explore local area – nature walks. KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND: MAP PHOTOGRAPH CLOSEST NEAR FAR CLOSE BEHIND IN FRONT NEXT TO FORWARDS BACKWARDS LEFT RIGHT	*EYFS LINK TO Geography Y1 (Local Area)* *[Key concept: Locational/Place/Cultural]* *PEOPLE, CULTURE & COMMUNITIES* *KNOW & UNDERSTAND:* *That a globe represents the world, that the blue represents the sea and that green represents land.* *Newdale is in Telford and that they live in Telford.* *that they live in the country England.* *London is the capital city of England.* *that England has a King and that he lives in London.* *some of the famous landmarks in London e.g big ben, the river Thames, Buckingham palace, the London eye.* *Locations of settings in stories.* *KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND:* *COUNTRY* *ENGLAND* *TOWN* *TELFORD* *CAPITAL CITY* *LONDON* *MAP* *PHOTOGRAPH* *LANDMARK* *KING*	*EYFS LINK TO Geography Y1 (Weather)* *[Key concept: Environmental, Physical processes / Place]* *PEOPLE, CULTURE & COMMUNITIES* *KNOW & UNDERSTAND:* *the vocabulary relating to time – days, weeks, months, years etc.* *the collecting of basic weather data – daily chart.* *the four seasons* *how the weather effects us e.g clothing suitability.* *KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND:* *SEASONS* *SPRING* *SUMMER* *AUTUMN* *WINTER* *WEATHER* *WEATHER FORECAST* *SUNNY/WINDY/RAINY/CLOUDY/STORM/THUNDER/LIGHTNING/*

KS1-KS2

	Autumn	Spring	Summer
Year 1	The UK **What makes the United Kingdom united?**	Our Local Area **How is our local area changing and why?**	Weather **Why is the weather important?**
	Cultural awareness and diversity Interdependence – relationships between the nations Place	Place Environmental Impact Human / physical features (as groundwork for processes)	Physical / human processes Place
Year 2	World – Contents and oceans **How is our world organised?**	Contrasting locality - Australia **Would it be different living in Alice Springs than living in Telford?**	Hot and Cold Places **Why are some parts of the world hot and some parts of the world cold?**
	Place Space Interdependence Cultural awareness and diversity	Place Space Scale – know that Australia is a long way from the UK. Cultural awareness and diversity	Place Interdependence Physical and Human processes. Environmental Impact Sustainable development
Year 3	Volcanoes & Earthquakes **How much of an impact do volcanoes and earthquakes have on our world?**	The UK **What is special about the United Kingdom?**	European Neighbours **Who are our European neighbours?**
	Place / Space Interdependence Physical / human processes	Place / Scale Sustainable development Physical / human processes	Place / Space Scale Cultural awareness and diversity
Year 4	Europe **What is France famous for?**	Climate Zones **Why is the climate different in different locations on Earth?**	Natural Resources & Energy **How sustainable is the UK?**
	Place / Space/ Scale Cultural awareness	Place / Scale Interdependence Physical and human processes	Place / Scale Sustainable Development Environmental impact Physical / Human processes
Year 5	North America **Why is North America so extreme?**	Mountains **Are all mountains the same?**	Rivers **How do rivers shape settlements and the physical landscape of the UK?**
	Place / Space Scale Cultural awareness and diversity	Place /Scale Physical processes Environmental impact Sustainable development	Place Environmental impact Physical and human processes
Year 6	Coasts **Will the UK ever disappear into the sea?**	Biomes **What can we do to protect the world's biomes?**	South America **What do we know and understand about South America?**
	Place / Interdependence Environmental impact Physical / human processes	Place / Scale / Scale / Interdependence Environmental Impact Sustainable Development Physical and Human processes	Place /Space / Scale / Cultural awareness and diversity Environmental Impact Sustainable development

Example Unit Overviews

Year group / Theme: 1 Our Local Area	Pre learning: Our school (EYFS), tacit knowledge of the local area to school, directional and positional language (EYFS). Post learning: Concept of settlement in History (Year 1+), mapping automaticity (Years 1-6),
National curriculum link	Use basic geographical vocabulary to refer to: key physical and human features. 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. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key.

Geographical understanding		
	Substantive concepts *How geographical content is grouped and draws out the links between processes and ideas*	Place Environmental Impact Human / physical features (as groundwork for processes).
	Disciplinary knowledge *How substantive geographical knowledge has originated and is revised. The knowledge of relationships to understand the connections between ideas.*	Know that a map is a simple representation of an aerial photograph. Know that a map gives information about a location and the key / symbols can tell us information about what is in that location – it tells us what the place is like.
	Procedural knowledge ***Geographical skills and fieldwork strand.*** *Allows pupils to collect, represent and interpret spatial information.*	• Create maps of inside school with pupils placing locations on that they are familiar with e.g. the hall, pastoral office, their classroom etc. • Create maps of the school grounds which lay out features e.g. basecamp, car park, bear, forest school, bike shelters, playground etc. *You may want to consider 3D junk modelling of maps to reinforce the idea of a line map.* • Use aerial photographs of the area around school and Telford town centre. • Create maps which identify key features are in the place around our school – school, post office, shop, houses etc. • Be familiar with the 4 points of a compass and use them to locate and place key features on aerial photographs and maps. *The use of Beebots may support in this.* • Annotate aerial photos and satellite images of Overdale/Telford with key vocab for human and physical features.

Enquiry question	**How is our local area changing and why?**

Substantive knowledge *The content to be learnt.*

Key locational knowledge *Knowing where is where.*	**Key place knowledge – priority** *Exploring localities/ understanding similarities and differences.*	**Key environmental, physical and human geographical knowledge** *Knowing why a phenomenon occurs and the impact that it has.*
• Use the term location to describe where a place is. • Use words to describe a location • Exploring the location b) outside the school but within the school grounds– mapping the location of basecamp, jungle gym, forest school etc. • Locate our school on an aerial photo / map. • Locate key features in our local area (*see Geographical skills and fieldwork strand)* • Locate Telford on a map of the UK.	• Exploring the place a) inside the school – understanding the routes to different places e.g. going to get dinner, taking a note to another classroom, visiting basecamp. • Exploring the place that is Overdale/ Newdale and how it is changing – additional houses.	• Be able to explain, using old maps and photographs, how the area around our school has changed (including the school itself). • The area around our school has changed and that more houses have been built. • More houses mean that more people are coming to live in our local area and that means that we need to have more places in school, more doctors, more roads and because of this, there will be more cars.

Key Vocabulary					
	Aerial view Above Below Perspective Map Key Symbol	Satellite Location Area Nearby Near Far Next to	Closest Further than Closer than Close to Behind In front Furthest	Left Right Compass Direction Right Left	Forwards Backwards North South East West Navigate
	Human features		Physical features		
	City Town Village Factory Farm	House Office Shop Post office M54	Forest Hill Mountain Inland River	Soil The Wrekin	

Fieldwork:	Journey sticks and photographs to help map the local area. Investigation question: What makes a good map?

Year group / Theme: 5 Rivers	Pre learning: The Water Cycle (Year 4), The Nile (Year 4), The UK (Year 1), The great fire of London (Year 1), concept of settlement in history (Year 1,3,4) Post learning: Importance of Ironbridge (Year 5), North / South America (Years 5 and 6),	
National curriculum link	Describe and understand key aspects of physical geography including Rivers, use maps and digital mapping to locate countries and features studied. Describe key aspects of human geography including types of land use.	
Geographical understanding	Substantive concepts *How geographical content is grouped and draws out the links between processes and ideas*	Place Environmental impact Physical and human processes.
	Disciplinary knowledge *How substantive geographical knowledge has originated and is revised. The knowledge of relationships to understand the connections between ideas.*	Recognise that maps to show flood risk areas are useful to geographers and other professionals to consider as part of their jobs e.g. builders when building on flood plains.
	Procedural knowledge ***Geographical skills and fieldwork strand.*** *Allows pupils to collect, represent and interpret spatial information.*	Identify UK rivers using maps, atlases and digital computer mapping, using four and six figure grid references, symbols and keys (OS Maps), use aerial photographs to identify the key features of a river.
Enquiry question	**How do rivers shape settlements and the physical landscape of the UK?**	

Substantive knowledge *The content to be learnt.*

Key locational knowledge *Knowing where is where.*	**Key place knowledge – priority** *Exploring localities/ understanding similarities and differences.*	**Key environmental, physical and human geographical knowledge** *Knowing why a phenomenon occurs and the impact that it has.*
• Identify the River Severn on a map of Shropshire. • Identify the source and mouth of the River Severn. • Locate Shrewsbury/ Tewksbury on the map • Locate other main rivers in the UK on a map: Thames, Mersey, Trent, Tyne. • Locate the Mawddach Estuary on a map of Wales. • Recall the counties of the UK.	• Knowing that the region where a river source is different to the place where the mouth of the river ends. • Recognise that Shrewsbury as a settlement is reliant upon the River Severn • Recognise that humans have had an impact upon the physical river and that the physical geography can impact humans.	• Identify the characteristics of a river in the Upper course – recognise how this is different to the other courses. • Identify the characteristics of the Middle course – how this has changed from the upper course. • Recognise the characteristics of the Lower course – outline the changes. • Recognise the impact of flooding on humans – case study of Shrewsbury /Tewksbury. • Understand how flooding is caused and how humans can create / prevent this.

Key Vocabulary	Condensation Current Dam Delta Deposits Erosion Estuary	Evaporation Infiltration Meanders Mouth Precipitation Reservoir Counties	Source Toxin Tributary Severn Floodplain Oxbow Flood risk	Waterfall Upper Course Middle Course Lower Course Flow Flood defences
Fieldwork	Carding Mill Valley trip – river study. Recording river width, channel/bank depth and river flow at different points. Investigation question: How do rivers change as they flow along?			

Year group / Theme: 6 Coasts		Pre learning: Rivers (Year 5), Mountains (Year 5), The UK (Year 3), What makes the United Kingdom united (Year 1), Water Cycle (Year 4), Holidays – Barmouth (Year 2), concept of settlement (KS1/2 History curriculum), Space (Year 5), Natural Resources (Year 4), Rocks and soils (Year 3) Post learning: Biomes (Year 6),
National curriculum link		Locate counties of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns and understand how some of these aspects have changed over time.
Geographical understanding	Substantive concepts *How geographical content is grouped and draws out the links between processes and ideas*	Place / Interdependence Environmental impact Physical / human processes.
	Disciplinary knowledge *How substantive geographical knowledge has originated and is revised. The knowledge of relationships to understand the connections between ideas.*	***There are many news clips on You Tube from 2020 which highlight the changing coastline and the impact that this is having on inhabitants of the settlement. The link between climate change, global warming and rising sea levels is also highlighted.*** Use atlases, maps and digital mapping to locate significant coastal settlements and features. Be able to describe topographical features of the Welsh and East Yorkshire coastlines. Investigate the advantages and disadvantages to living in a coastal settlements. Consider both side of the argument for stopping coastal management in some settlements
	Procedural knowledge ***Geographical skills and fieldwork strand.*** *Allows pupils to collect, represent and interpret spatial information.*	***This unit presents the opportunity to complete fieldwork whilst on the Year 6 residential to Arthog. Pupils may be able to visit the town of Fairbourne and see coastal management in action.*** Use atlases, maps and globes and digital mapping to locate countries and features studied. Use fieldwork to observe, measure, record and present he human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. Use eight points of the compass, 4/6 figure grid references, symbols and key to build their knowledge of the UK.
Enquiry question		**Will the UK ever disappear into the sea?**

Substantive knowledge *The content to be learnt.*

Key locational knowledge *Knowing where is where.*	**Key place knowledge – priority** *Exploring localities/ understanding similarities and differences.*	**Key environmental, physical and human geographical knowledge** *Knowing why a phenomenon occurs and the impact that it has.*
• Name and locate the seas/ocenas that surround the UK on maps / globes. • Locate the region of East Yorkshire on a map of the UK. • Locate key locations on the East Yorkshire coast to highlight effects of erosion e.g. Skipsea, Withernsea, Winterton, Tunstall • Locate Barmouth and Fairbourne on a map of Wales. • Locate the Mawddach estuary on a map of Wales.	• In the UK, we are never more than 100 miles away from a coastline. • The coastline of the UK is continually changing due to erosion and this is coastal retreat. • East Yorkshire has the fastest eroding coastline in Europe. • Historically, coastal settlements were created for ease of trade. • Fairbourne is a settlement which has been built on land which was once under the sea. • The village is on land which is only just above sea level and before coastal defences were put in place, it would have frequently flooded. • Fairbourne is different to other places at risk is that there are no areas of high ground. • Fairbourne has developed significantly in the last 100 years. • By 2054, the coastal defences in Fairbourne will stop being managed.	• Softer rock will erode quicker than harder e.g. sandstone cliffs. • Hydraulic action is the process when waves crash against the cliffs forcing air into cracks causing the rock to break apart. • Tides are caused by the gravitational pull of the moon and sun. • Longshore drift erodes a beach by moving material down the beach in a zig zag motion. • Recognise that sea defences are in place to protect the coastline and name / recognise these in situ. • Recognise that coasts have changed over time – compare land coverage in coastal regions and how they have declined. • Link between global warming, climate change and the rise in sea levels. • Tourism is a key income generator for coastal settlements. • People chose to live in coastal locations but this can come with danger – case studies of Fairbourne

Key Vocabulary				
	Coast	Coastal erosion	Erode	Arches
	Tide	Low ground	Deposit	Stack
	Bay	Sediment	Long shore drift	Stumps
	Headland	Deposition	Estuary	Habitat
	Spit	Hydraulic action	River	Groynes
	Stack	Coastal retreat	Coastal defences	Sea Wall
	Beach	Constructive wave	Shingle bank	Climate change refugees
	Cliff	Destructive wave	Cave	
Fieldwork	Fieldwork sketches and photographs of coastal defences. Investigation question: How do we protect our coastline?			

3. When do we deliver Geography teaching?

3.1 Year groups teach Geography and History on a half termly rotation. Each year group will cover 3 Geography topics per year. During the designated half term, children will take place in a weekly Geography Session and, where possible, teachers will try to link their Geography unit within other subjects.

3.2 All Geography learning is recording in Geography topic books, which travel up the school with the children allowing them to build and reflect on their learning.

3.3 Fieldwork is planned and delivered to match each unit – where local fieldwork does not develop unit knowledge workshops within school are run (including VR headset experiences). The use of maps is an expectation across all units of work in all phases of education at Newdale Primary School and Nursery. Opportunities for creating automaticity in the use of maps is built into each learning sequence, which will enable our pupils to avoid an overload in working memory and allow them to focus on the learning intention outlined.

Below is the outline of our minimum expectations for each of the units of work –

EYFS	There is an expectation that pupils' sense of location and place will be developed throughout all topics at all stages. This will include • exposure to photographs and simple maps of known locations e.g. playground, forest schools • exposure to photographs and simple maps of the location of story settings • use of Tuff trays to create 3D maps • pupils creating simple maps • pupils being asked to locate items/ objects using simple maps • familiarity and automaticity in using positional language such as in front, behind, near, far etc.	
Year 1	Our local area	Hand drawn maps of inside school /school grounds/ home area/ special places. Introduction to aerial photography and topographical scale plans of the School and grounds. Using vocabulary associated with maps.
	Weather	Recording weather in one or more places in the school grounds on a topographical map. Mapping weather symbols on a map of the UK Using a atlas to find the boundaries in the UK and locating the countries of the UK.
	The UK	Using maps and atlases to locate the UK and its countries / seas.
Year 2	Contrasting locality	Local study of Alice Springs Using the atlas to identify continent, country, key features, digital maps to zoom into a local scale study, compare the ways of living in rural and urban areas. *Important to be balanced to avoid the single story being told.*
	World	Globes and atlases: continents and oceans, games used to build confidence and knowledge of using map, North and South Poles, continents and oceans identified.
	Hot and Cold places	Locate Poles, Polar regions, Equator. Use a globe to locate hot and cold places and zoom in to introduce other local factors such as altitude e.g. mountain is colder at the top. Map and describe place examples and link vocabulary and spatial knowledge to places studied e.g. Is Australia near or far from the Equator?
Year 3	The UK	Mapping countries and counties of the UK – Major cities, human / physical features. Use a blank map to research and map places / features using an atlas. Adding information to digital maps e.g. text and pictures. Local area field work to investigate patterns of land use.
	Volcanoes and Earthquakes	Identify locations of volcanos across the world. Map tectonic places and major earthquake zones. Investigate locations studied using Google Earth and other digital mapping software applications.
	European neighbours	Map countries in Europe and their key characteristics.
Year 4	Europe	Investigate Europe in more depth – link to climate, significant physical features studied previously and human impact / response.
	Climate Zones	Introduce time zones and identify differences in times across the globe. Investigate time zones within a country e.g. America Map lines of longitude, latitude, Equator, Tropics of Cancer and Capricorn.
	Natural resources and energy	Map natural resources around the world and discuss impact on human activity, Investigate links between energy use globally.
Year 5	Mountains	Map major mountain ranges and link to work on continents. Identify mountain ranges specified on continents and link to latitude and longitude. Investigate locations studied using Google Earth and other digital mapping software applications.
	Rivers	Map major rivers in the UK. Investigate the impact of rivers on human activity. Use a range of maps to interpret data connected to flooding.

	North America	Revisit continents and investigate North America and its key features. Revisit mountain ranges, climates and biomes.
Year 6	Biomes	Investigate and map biomes across the globe. Link to work on longitude, latitude and tropics to explain why the biomes are located where they are. Link to climate.
	South America	Revisit continents and investigate North America and its key features. Revisit mountain ranges, climates and biomes.
	Coasts	Map coastlines of the UK. Identify coastal regions and towns of the UK. Investigate how the coastline of the UK is changing over time.

4. How do we deliver Geography?

4.1 Geography lead and class teachers work together to develop and adapt the curriculum offer in order to meet the needs of all the children in their classes. Their aim is to remove barriers to learning so that all children can access the full curriculum without their specific need impacting upon them.

4.2 *Strategies include:*

- Prior teaching of vocabulary.
- Scaffolds and models.
- Breaking learning into manageable chunks.
- Targeted, tailored support.
- Acting on AFL.
- Different strategies for assessment (e.g. drawings, map construction resources, true or false quizzes, etc.)
- Adaptive teaching techniques.

5. Assessment for Learning

5.1 Children demonstrate their ability in geography in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. Success criteria are developed as a learning tool to help teachers and pupils reflect on their learning – 'I know', 'I understand' and 'I can' statements assess the pupils' declarative, procedural and conditional knowledge. Pupils also regularly complete informal assessments in the form of 'flashbacks' to check retention of previously taught knowledge. Teachers use this assessment information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

5.2 We assess work in geography by completing low risk end of unit assessments. Once the children complete a whole unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum and these are passed to the Curriculum Lead who will produce a SAD report and report back to Subject Leaders - this is then averaged out to give an ARE +/-. We use these to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

5.3 The subject leader keeps samples of the children's work in a portfolio, which shows the expected level of achievement in geography in each year of the school.

6. Geography Leadership Role

6.1 Geography leader maintains and monitors the quality of Geography resources in school – including subscriptions to Digimaps and the National Geographical Association.

6.2 Geography lead completes and delivers regular CPD – sharing new insights or supporting teachers in an area of weakness that has been identified through staff voice, planning monitoring or moderation.

6.3 Geography lead completes pupil voice, book monitoring and lesson observations to ensure high quality geography is taught across the school. Examples of good practise are recorded and shared across the school. If

necessary, our Geography lead supports teachers to plan a well-structured unit, providing teachers with suitable resources and considering workload.
6.4 Plan Yearly Geography Day : encouraging use of local area studies and fieldwork.

7. Cross Curricular Opportunities

7.1 English
Geography contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We ensure that some of the stories read to the children in both Key Stages are linked to geography knowledge.

7.2 Mathematics
The teaching of geography in our school contributes to children's mathematical understanding in a variety of ways. Children learn scale and coordinate when developing a map skills, they use positional vocabulary when describing location and they also record different measurements on tables and graphs.

7.3 Life learning, RE and SMSC
Geography contributes to our pupils' personal development. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. Children should develop a sense of responsibility and care for our local environment and the wider world through the concepts of sustainability and interdependence. In our teaching of geography, we contribute, where possible, to the children's spiritual development.

7.4 Art
During geography fieldwork, children should complete fieldwork sketches developing their observational skills and knowledge of scale.

7.5 History
Geography and History at Newdale Primary School & Nursery are sister subjects – when one is being taught in a year group the other is not. Therefore, we have ensured strong links with flashbacks linking knowledge between and across the subjects.