

GEOGRAPHY & UNDERSTANDING THE WORLD POLICY

June 2025

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Rationale

At Dovers Green we want to provide our children with a range of learning opportunities and experiences to encourage and develop their natural curiosity about the world; including the people, places and different environments. With a clear progressive knowledge and skills based curriculum, that views fieldwork as a key part of Geographical learning, we aim to equip all children with the ability to think like a Geographer through an enquiring mind. By the end of Key Stage 1 we aim to extend pupils knowledge and understanding beyond their immediate environment and the United Kingdom, so that they have an appreciation of the world around them, in preparation for future learning in Key Stage 2 and beyond.

Aims

- To help children make sense of their surroundings.
- To inspire and extend their interest and knowledge beyond their immediate environment.
- To develop a range of skills that will enable the children to carry out geographical enquiry.
- To develop the children's understanding of their role in caring for our world.
- To promote a desire and passion to travel and experience new and different environments.
- To ensure that the subject is accessible to all by monitoring progress of all pupils (SEN, PP, EAL)
- To use ICT both as a source for finding out about the world and as a means of communicating Geographical knowledge.
- To promote the use of Geographical vocabulary.

We will do this by providing learning experiences of a geographical nature that will enable children to:

- To think like a Geographer using taught Geographical vocabulary.
- Develop their observation skills through the use of fieldwork, artefacts, maps and photos.
- Extend their awareness and interest in their surroundings by asking geographical questions.
- Identify and explore features of the local environment and use language to describe and compare them.
- Recognise and investigate changes in the local environment.
- Understand how the environment affects people's lives.
- Begin to develop an interest in people and places beyond their immediate environment.

Teaching strategies and planning

It is acknowledged that when children come to school, they will have a range of experiences and therefore do not have the same starting points. Assessing children's prior knowledge is a key element of our teaching to ensure that gaps in children's knowledge and misconceptions are addressed and that pupils are stretched and challenged.

EYFS

In planning and guiding what children learn, we use our observations of children and reflect on the different rates at which they are developing and adjust our practice appropriately. The characteristics of effective teaching and learning are;

- Playing and exploring
- Active learning
- Creating and thinking critically

Reception pupils will follow the '**Understanding the world**' area of learning within the EYFS framework, ensuring that pupils are given opportunities to make sense of their physical world and their community. This will include increasing their knowledge and sense of the world around them - from going on local visits/trips out, to meeting

important members of society such as police officers, nurses and firefighters. In addition, pupils will be offered a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our diverse world. As well as building important knowledge, this will enrich and widen pupil's vocabulary.

Our skills and knowledge document lays out the key concepts that we want children to learn and experience in Reception. Taken from the statutory framework for the early years foundation stage, 2021, these concepts are progressive and lead children to reach their Early Learning Goals in areas of **The Natural World and People, Culture and Communities** by the summer term. Kapow primary offers Early Years teachers a range of activities both adult-led and suitable for use in the continuous provision that support the teaching of these key concepts.

Key Stage 1

The National curriculum organises the attainment targets for Geography under four strands:

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

We use the Kapow Primary scheme of work, which sets out a broad and balanced curriculum into units of work. We use the mixed year 1 & 2 units which are organised into a two-year rolling programme with Cycle A and Cycle B units to be taught alternately per year group, to be taught over the course of an academic year. Each unit consists of 6 lessons which will be taught in weekly blocks each half term- 3 lessons over a week.

Substantive knowledge is the content that pupils will learn through studying the Geography curriculum: the recognised knowledge of the world and the human and physical processes that affect the people and environments within it. Progression of geographical concepts (Place, Space, Scale, Interdependence, Physical and human processes, Environmental impact, Sustainable development, Cultural awareness and Cultural diversity) are clearly mapped out for teachers to see how pupils will build their understanding from EYFS - Keys stage 2.

All Key stage 1 classrooms display a map of the world and a globe as a visual reference aid, allowing adults and pupils to make regular links to other areas of learning. Artefacts, maps, photos, BBCbitesize and google earth are some of the resources used to support pupil's knowledge and understanding of the world. In the EYFS, well- planned and resourced continuous provision allow opportunities for discovery and exploration about the world around them, alongside the use of high quality texts such as Handa's Surprise and non-fiction books such as Lift the Flap Questions and Answers about our world.

Pupils undertake regular fieldwork opportunities in and around the school, as well as in our local area, to get first-hand practical experience of '**thinking like a Geographer**' and gaining disciplinary knowledge. Our Geography fieldwork policy details what these experiences look like at Dovers Green School.

Medium term planning allows Geography to be well planned and taught discreetly each term. If appropriate, learning will be linked to the class topic. A knowledge organiser is created to ensure that there are meaningful links with other subjects and key vocabulary is highlighted.

Retrieval practice is an important teaching tool that we employ at the start of each lesson to illicit previous learning and to develop pupil's long-term memories, ensuring that knowledge is embedded.

Adaptive and responsive teaching

Geographical work should be active and visual, not dependent on reading and writing. Teachers should encourage pupils to demonstrate their knowledge and understanding orally or visually to avoid limited literacy skills hindering their achievements within the subject. Maps, photos and google earth will develop pupil's visual literacy also known as Graphicacy, which is the pictorial communication of spatial information. It is a life skill needed to understand maps, diagrams and photographs.

Quality First Teaching is at the core of everything we do and when planning Geography lessons teachers are aware of barriers to learning that an individual child has and will plan accordingly to ensure that these barriers are removed so that all children have the opportunity to know, apply and understand the matters, skills and processes being taught.

Where possible, pupils will be supported through paired and group work. Questions posed within lessons provide opportunities for all pupils to be able to contribute. Additional support may be required to scaffold and extend pupils making the learning accessible to all. ICT programs such as Clicker offer an accessible way for pupils to share their understanding of key concepts, such as writing about famous landmarks in Ireland like The Giant's Causeway.

Assessment and Record Keeping

In Reception, pupil assessments are recorded on Arbor under the area of learning **Understanding the world (People, Culture and Communities and The Natural World)**. To ensure curriculum coverage, activities will be planned for in order to assess children's knowledge and skills within the framework. As well as this, well thought out resources within the continuous provision will allow for anecdotal evidence to be collected as children engage with more knowledgeable adults modelling the desired vocabulary. These interactions will also inform future practice. At the end of Foundation Stage children will be judged to have either met or not met the early learning goal. These judgements are conveyed to the LA and to the appropriate Key Stage 1 teacher so that they are well informed of their pupils needs and to assist in future planning.

In Key stage 1, the required knowledge and skills that have been planned for over the year are assessed through formal lessons and observations within the continuous provision. Pupils are made aware of the learning in each lesson through Learning Objectives with examples shown to communicate what being successful looks like. The LO's are assessed alongside the pupil as verbal feedback is given. These assessments are then collated and used to track progress twice a year within each year group. This data is then used to inform subject leaders, year groups leaders and parents.

Resources

There are resources on display in each class including a world/UK maps, globes and key vocabulary mats. Atlases and non-fiction books about the world are available in the school library and in class book corners. Other geography resources such as compasses are kept well-ordered and available to access in the Geography cupboard in the staffroom. Equipment needed for fieldwork and outdoor learning can be located in the Forest School shed.

Geography progression of knowledge and skills documents are displayed in Beavers for staff to refer to when planning. A selection of high-quality texts, both fiction and non-fiction, have been purchased to support pupils understanding of key concepts, allowing children the opportunity to 'hang their learning' on stories and fables. A lot of these texts have been recommended by Mary Myatt

The Geography subject leader is available to discuss ideas with, support, direct and advise what approach might be best in order to deliver high quality lessons and ensure all opportunities are taken to widen pupil's knowledge of the world around them.

The online Kapow scheme has lots of online resources such as video clips, songs and images to support pupils in lessons. Worksheets are also available to download and print.

This curriculum policy should be read in conjunction with our;

Geography Fieldwork	Geography Vision, Intent, Implementation and Impact Policy	
Assessment Policy	Foundation Stage Policy	
Learning and Teaching Policy	Behaviour Policy	Health and Safety Policy
SEND Policy	Equal Opportunities Policy	Inclusion Policy