Subject Key Specification Policy

Geography

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Contents

Rationale

Trust Level

This document was created in conjunction with Geography subject leads across the primary arm of the Rowan Learning Trust (RLT). Through this collaborative approach, 'Stage Descriptors' were identified and agreed upon on a trust level. These descriptors provide a list of objectives which each school uses as their baseline/non-negotiable objectives, providing a moderated approach to the content delivered in Geography lessons across the RLT. Geography leads across the Trust worked together to ensure that these Stage Descriptors met the National Curriculum Aims and Objectives.

School Level

Using these Stage Descriptors, each school within the RLT has personalised their curriculum to suit their context and individual needs. Here at Marus Bridge Primary School, the Stage Descriptors act as a baseline to our 'End Points Document', which lists each objective to be taught within each individual topic. Topics and End Points have been selected with a great deal of purpose to reflect the intent of our curriculum at Marus Bridge and ensure that knowledge is sequential and interconnected.

Geography Intent, Implementation and Impact

Geography Intent

	Field Work
	Physical Geography
	Location
	Human Geography
	Geographical Skills

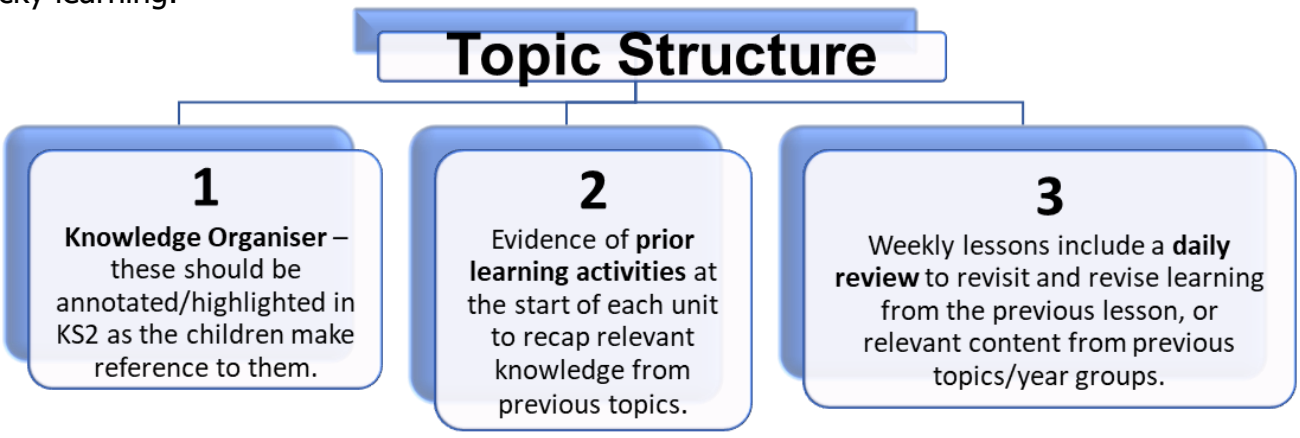
We aim for our children to gain a **love of the world they live in** and an **appreciation of their role within it**, a part of a much bigger picture. Over the course of their studies, children will develop progressive knowledge and understanding of these **6 substantive concepts** (on the right) which give them firm foundations for future learning. We aim to develop children's passion for geographical exploration, field work and data analysis this they develop an understanding of how geography can impact upon way of life. **Rooted in our values**, our curriculum supports children to be **responsible and transformational** members of a global, and indeed local, community.

Geography Implementation

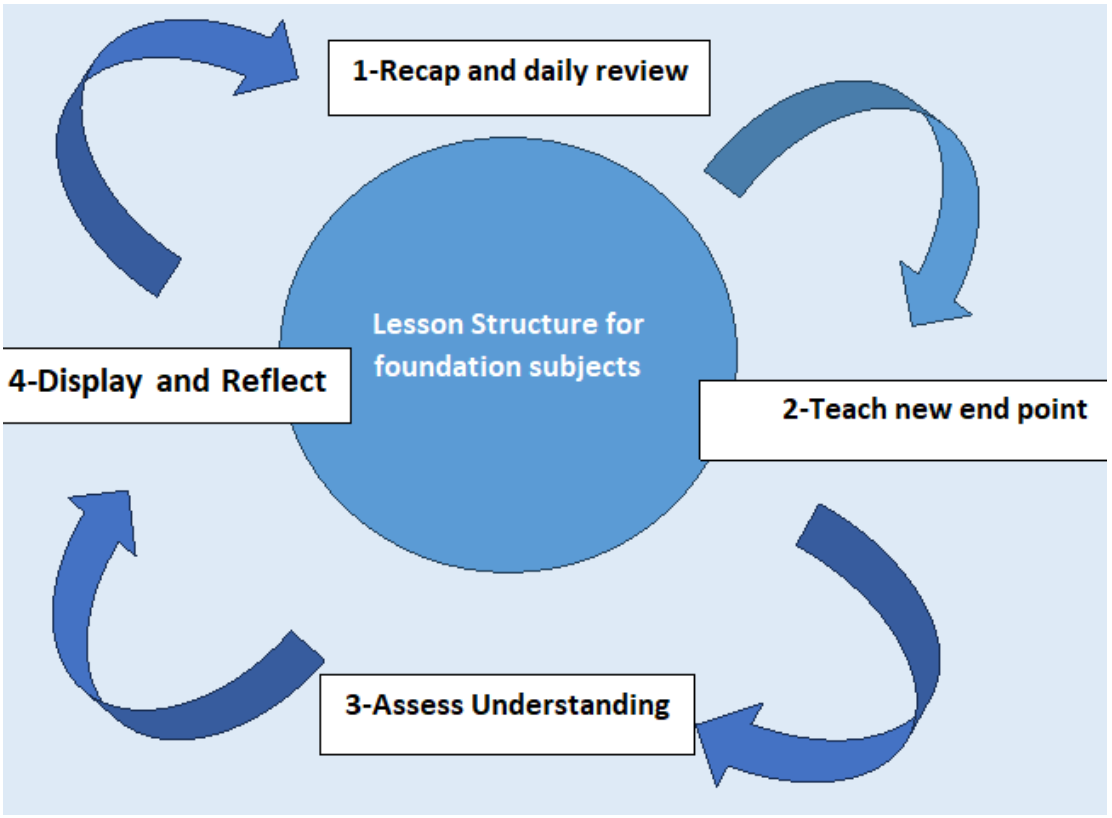
Geography is taught by class teachers for a minimum of 90 mins per week in every classroom (although this is delivered more holistically in EY and Y1). All planning for geography has been created by class teachers, supported by the subject and curriculum lead. In EY and KS1, children are first introduced to the **6 substantive concepts** (above) through exploring a range of carefully selected topics (see Scheme of Work). Within each topic, children re-encounter these concepts in a range of different contexts to build schemas of understanding which deepen over time. To support the acquisition of geographical vocabulary, tier 2 vocabulary has been carefully selected by the subject lead, and vocabulary reoccurs through the curriculum to support overlearning (See End Points document for **colour coding of vocabulary**). Opportunities for field work and geographical investigation are built into our curriculum.

In addition to subject specific knowledge, teachers also build children's disciplinary knowledge by exposing children to concepts such as data analysis, prediction making and asking geographical questions. Within each topic, the subject lead has identified the disciplinary outcomes to be taught.

The framework below is implemented in each Geography topic across the school (Y1-6) to support sticky learning.



In addition to our topic structure, teachers also plan lessons which follow our lesson structure below:



Our MB10 (see separate document) is also used across the breadth of the curriculum to ensure that cognitive learning strategies are used as a pedagogical tool to support effective teaching and learning.

Geography Impact

Children speak positively about their geography studies and can articulate answers to the End Point questions. They value hands-on working and develop a strong understanding of their own locality.

In terms of data, at the end of the 23-24 academic year, 79.3% of children reached the expected standards in Geography. As a trust, our moderation process concluded that 80% is the average across the Trust. In the academic year 24-25, we will see the true impact of our curriculum revisions as it will become more embedded over time (first introduced in Dec 23)

National Curriculum Aims and Objectives

National Curriculum Objectives	
KS1	Pupils should develop knowledge about the world, the United Kingdom and their locality.They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: **Locational 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 **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 **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 • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **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 [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.
KS2	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: **Locational 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) **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 **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 • 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 • 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.

Stage Descriptors

Stage Descriptors (agreed upon on a Trust level)	
EYFS	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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. Explore the natural world around them, making observations and drawing pictures of animals and plants. 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 and changing states of matter
KS1	Understand words and phrases like: (key physical features) beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, equator. (Key human features) city, town, village, factory, farm, house, office, port, harbour and shop. Locational Knowledge Name and locate the different continents and oceans. Name the four countries in the United Kingdom (and their capital cities) and locate them on a map, atlas and globe. Name the seas surrounding the United Kingdom and locate/identify them on a map,atlas and globe. Place Knowledge Explain and identify the difference between human and physical geographical features in UK. Explain and identify the difference between human and physical geographical features in a contrasting non European country. Human and physical geography Identify seasonal and daily weather patterns. Locate hot and cold places in the world in relation to the equator and North and South poles. Explain how the weather changes throughout the year in the UK. Geographical skills and fieldwork Devise a simple map and use/construct symbols in a key. Use simple compass directions and locational directional language to describe the location of features and routes on a map. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. Observe and study the geography of the school and its grounds, and the key human and physical features.
LKS2	Understand words and phrases like: regions, countries, counties, characteristics, climate zones, biomes and vegetation belts, volcanoes, earthquakes, cycle, distribution, natural resources, Arctic and Antarctic Circle. Locational Knowledge Identify and locate countries on a world map to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom looking at geographical regions and their identifying human and physical characteristics.

	Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a contrasting region. (Europe or North/South America) Human and physical geography Describe and understand key aspects of human and physical geography. Geographical skills and fieldwork Use ordinance survey maps, symbols and key alongside four figure grid references. Use maps, atlas, globes and digital computer mapping to locate countries and describe features studied. Use the eight points of a compass. Use fieldwork to observe, measure, record and present the human and phgyscal features in the local area using a range of methods including sketch maps, plans, graphs (pictogram, bar charts) and digital technologies (Google Earth, Digi-maps).
UKS2	Understand words and phases like: The Tropic of Cancer and the Tropic of Capricorn, latitude, longitude, Northern Hemisphere, Southern Hemisphere, cycle, trade, energy, time zones, Arctic and Antarctic Circle, Prime/Greenwich Meridian Locational Knowledge Identify and locate countries on a world map to focus on Europe(including location of Russia) and North and South America concentrating on their environmental regions, key physical and human characteristics countries and major cities. Understand land-use patterns; and how some of these aspects have changed in the UK 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. Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a contrasting region. (Europe or North/South America) Human and physical geography Describe and understand key aspects of human and physical geography. Geographical skills and fieldwork Use ordinance survey maps, symbols and key alongside six figure grid references. Use maps, atlas, globes and digital computer mapping to locate countries and describe features studied. Use the eight points of a compass. Use fieldwork to observe, measure, record and present the human and phgyscal features in the local area using a range of methods including sketch maps, plans, graphs (line graphs) and digital technologies.

Geography Planning at Marus Bridge

Long Term Plans

Each year group provides LTPs which give an overview of the learning/topics which will take place over the course of the year. These are shared with parents on our website.

Medium Term Plans

MTPs are completed by class teachers every half term. The MTP maps out the sequence of objectives to be taught within the geography topic for that half term. MTPs list the lesson objectives (presented as a WALT to the children) and documents the basic overview of the lessons. Weekly plans, PowerPoints and lesson resources are then saved in the staff Shared Area and audited by the subject and curriculum lead annually.

Scheme of Work

The following topics/scheme of work is followed here at Marus Bridge. All planning for these topics has been developed internally without the use of an external scheme. This is to ensure that our curriculum is bespoke to our context. Objectives for each topic can be found within the Geography End Point Document.

	Autumn 1	Spring 1	Summer 1
EYFS	Weather	Our Local Area	Where is our food grown?
Y1	Life in London	The UK and Beyond	Climate Change
Y2	Around the World	Let's go to the Arctic	Map-Makers
Y3	Rainforest	The Majestic Mediterranean (contextualises our MfL)	Investigating India
Y4	Volcanoes	African Adventure	Mapping Wigan
Y5	Investigating Coasts	Extreme Earth	The Grand Canyon
Y6	Navigating Great Britain (GIS used in this unit)	Europe	Life Down Under

Geography Assessment at Marus Bridge

In Reception, children are assessed against the Early Learning Goals for 'Understanding the World'. For children in Years 1 - 6, children are summatively assessed in Geography at the end of each academic year on Arbour (our internal assessment system). These assessments are based on children's engagement, retention and articulation of the 'End Point' objectives for their year group. To inform these assessments, class teachers keep a log of children's achievement in each topic in their 'formative assessment' booklets, along with any notes to support their judgements.

The following assessment strategies support teacher observation and data collection:

- Informal quizzes
- Classroom questioning
- Daily Review analysis
- Questionnaires
- Self and peer assessments
- Presentations
- Speaking and listening activities
- Prior learning activities
- Knowledge Review Week activities
- End of unit formative assessments (completed a few weeks after the topic has finished)

At the end of each academic year, each child is assigned one of the following gradings on Arbour:

PKS (Pre-Key Stage)	Children have not been exposed to the full curriculum due to a significant SEND.
HNM (Has Not Met)	Children can't articulate answers to the majority of the questions listed in the End Point document for this subject.
EXS (Expected)	Children can articulate answers to the majority of the questions listed in the End Point document for this subject.
Gifted and Talented	Children show a specific talent for an aspect of the subject.

Resources:

The following resources are available to support the delivery of the Geography curriculum at Marus Bridge:

- Knowledge Organisers for each topic (developed in-house to reflect our bespoke curriculum)
- Topic planning resources (Collated in the planning folder)
- Topic-specific non-fiction books (stored in the school library)
- Library loan books (based on a specific topic) can be hired from Marsh Green Library free of charge.
- Educational visits are planned to enhance learning and give hands on activity.
- A range of equipment to support fieldwork can be accessed from the Geography cupboard.
- Each key stage has a class set of atlases.
- Each class has a globe, along with globes for the children to handle (stored in the geography cupboard)
- A range of maps are available + our world map wall in UKS2.

Health and Safety

When delivering practical lessons or group work, ensure the classroom has sufficient space for the children to work safely. If furniture is needed to be moved, tables and chairs should be stacked neatly against the sides of the room and do not allow children to sit on them while stacked.

When handling equipment, ensure children are aware of how to handle them safely.

Ensure appropriate risk assessments have taken place when planning external visits (see school policy guidelines).

Safeguarding Considerations

Any external providers must provide evidence in the office of the Enhanced DBS before being left alone with pupils. They must also be reminded of the importance of not using mobile phones within the school.

Inclusion Considerations

The class teacher meets the needs of the most able and SEN by differentiating Geography lessons through levels of support provided and adopting a mastery approach. Children identified as having additional Special Educational Needs may need greater differentiation of materials and tasks consistent with that child's I.E.P. (Individual Education Plan). More able children will be challenged and motivated by greater differentiation of challenge. The class teacher also aims to identify those children who may be gifted in Geography and provide them with appropriate learning opportunities. All children will be given opportunities to participate on equal terms in all Geography activities and due consideration will be given to the principles of inclusion.

As a school, we use our 'SEND Toolkit for the Wider Curriculum' to ensure every child's needs are met in Geography:

Non-Negotiable Adaptions
(should be considered in **EVERY** lesson):

1) **Reduce** the amount of knowledge to be learnt (3-4 pieces maximum)

2) **Concentrate on the content**, not the task

3) Link to **prior-knowledge**

4) **Limit admin tasks** (avoid spending too much time on admin which may hinder cognitive load – such as cutting out or writing long WALTs)

5) **Model activities** (I do – we do- you do)

6) **Consider IEPs/EHCPs** (Ie – consider how a hands-on activity might affect those with sensory needs and adapt appropriately. Consider whether buff printing will be helpful)

Possible Adaptions

(Select where appropriate for each subject/lesson):

Visual Aids Provide images to explain vocab/concepts rather than wordy definitions	**Key Vocabulary Banks** Using vocab from the End Points, reduce the number and send some key vocab home, or rehearse in school.	**Continuous Provision** Provide an alternative hands-on activity for the children to access.	**Pre-Teaching** Could a member of staff/a volunteer give some input before the lesson?
Mixed Ability Groups/Pairs Try to limit group size to 3 children to ensure that all children are actively involved. Give SEND children a specific role within the group.	**Print Longer WALTS** Depending on individual needs, this may help some SEND children to reduce cognitive load.	**Adapted Knowledge Organiser** Reduce the vocabulary and provide visuals.	**Differentiated Texts** If using texts/books as the source of information, differentiate the text/book. Use online sources for this for workload
Provide Additional Adult Support	**Provide Additional Brain Breaks**	**Simplified Recording Methods** Such as a reduced table in science, or a partially completed bar chart	**Differentiated Research Sources**
Consider Timings of Interventions Ensure that children do not miss a whole unit/input for intervention.	**Reduce Distractions** (In a lesson such as music, would excess noise prevent children from engaging? Could they complete the lesson in a quieter spot?)	**Adapt the Apparatus** Eg – provide larger equipment in PE etc…	**Individual Interests** Tap into individual interests to help represent information. Eg – a child who loves drawing might make a picture to represent what they've learnt in Geography

Subject Monitoring:

The Geography coordinator will complete one audit within each academic year to assess children's understanding and monitor teaching against the National Curriculum and End Point Objectives. This will focus on sampling children's work/books, child interviews and lesson drop ins/observations.

Geography is audited in the autumn term each year, and an action plan for the following 12-month period is devised in response to the audit.

In the spring and summer terms, the Geography lead will be given time (up to a full day each term if needed) to implement actions to support their action plan targets and provide support when needed. Support will be offered to any year groups who require additional information and guidance. This may be done by: discussing assessment methods; modelling lessons; inviting teaching staff to observe the Geography coordinator; providing training or observing lessons and providing constructive feedback.

Governors are to be provided with an update each term in relation to the subject development. The Governor currently assigned to Geography at Marus Bridge is Mrs Catterall.

The Rowan Learning Trust

Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.

The Rowan Learning Trust
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