

## **GEOGRAPHY POLICY**

### **Geography Intent:**

At Our Lady and St Edward Catholic Primary Academy we aim to provide a broad, balanced and differentiated curriculum; ensuring the **progressive development of geographical concepts, knowledge and skills**; and for the children to develop a love for geography, equipping them with the **cultural capital** they need for the future. Furthermore, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our intent is to 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. (The 2014 Primary National Curriculum in England)

We aim for them to understand their responsibilities for appreciating, protecting and respecting their world as a gift from God.

### **The aims of teaching geography in our school are:**

- To inspire pupils' curiosity to discover more about the world.
- To enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- To develop in children, the skills of collecting, analysing and interpreting a range of sources of geographical information, including maps, plans, diagrams, globes, aerial and digital photographs and Geographical Information Systems.
- To experience fieldwork to deepen their understanding of geographical processes.
- To help children understand how the human and physical features of a place shapes its location and can change over time.

### **Geography Implementation:**

To ensure high standards of teaching and learning in geography, we implement a curriculum that is **progressive and sequential** throughout the whole school.

Geography is taught termly, as part of cross-curricular topics, linking closely with History, focusing on knowledge and skills stated in the National Curriculum.

The geography curriculum is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills to be taught in each Key Stage. At Our Lady and St Edward we have also developed a document clearly setting out the knowledge, skills and vocabulary to be taught in each year group. This progression grid document ensures the curriculum is covered and the skills and knowledge taught is progressive and sequential from year group to year group. Whilst also providing the opportunity to **embed knowledge and concepts** into long term memory. Teachers also refer to Focus Education materials to support the planning of a creative and engaging curriculum. Long term planning shows which topics are to be taught by which year group, in which term.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Advent	Nottingham	London compared to Nottingham	Local study	Greece	Egypt	Mexico
Lent	Antarctica	Africa	Europe	Oceania (Australia)	Asia (India)	South America
Pentecost	Italy	Settlements in the UK	Compare Scandinavian countries to UK	Norman influence on UK	Tudor Explorers	British Empire

Geography, within each year group, is organised into

- **Locational knowledge**
- **Place knowledge**
- **Human and physical geography**

**Geographical skills, enquiry and fieldwork** are taught throughout.

**In Key Stage 1** pupils are taught about

#### **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

#### **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 (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.

### **In Key Stage 2 pupils are taught about**

#### **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)

#### **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 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.

In the Foundation stage, Geography teaching is based upon the 'Understanding of the World' aspects of the 'Curriculum Guidance for the Foundation Stage' document. The development matters statements support the curriculum planning for children aged birth to five and forms the foundations for later work in Geography. These early experiences include: exploring and investigating, drawing on their own personal experiences and observing closely using their senses.

Coverage and progression is ensured through medium and short term planning. Medium term planning contains the broad learning objectives to be covered in each topic and the content to be included from the programme of study. Geography is taught every term, with a minimum of 3 lessons. Short term planning contains the methods and skills employed to achieve each objective.

In the study of Geography, children will be given an opportunity to use a range of sources of information including Key Start, Map Start, atlases, stories, pictures, photographs, texts, trips, videos, CD ROMs, the internet, maps, plans and globes.

The children will record their work in a variety of ways, including

- drawing
- writing
- graphs
- charts
- photographs and videos
- role play
- questionnaires

## Educational trips and fieldwork

Excursions outside of school are used to enhance the subject. **Residential visits** are planned annually for Years 3 and 4 to Hathersage and Year 6 to The Briars.

The **local area** is also a valuable resource, where classes take their learning outside e.g. looking at different housing in Reception and monitoring seasonal and weather patterns in Year 1. We ensure classes undertake a minimum of one fieldwork lesson per topic. In 2019/2020 we are beginning to develop the school grounds to promote greater outdoor learning through **Forest Schools** work.

A Risk Assessment will be completed for any educational visit.

## Teaching and Learning

A range of teaching and learning strategies appropriate to the learning objectives and age and ability of the children are employed.

Strategies include whole class teaching, group work, pairs, individual work, discussion, demonstration, enquiry, observation, research, and questioning.

Differentiation is used to cater for the range of abilities within the class. This may take the form of differentiation in activity, resources, outcome, intervention, support, questioning or provision of tasks set.

## E-Safety

When ICT is used in Geography lessons, before every lesson the class teacher will remind children about how to use the internet safely and refer to the poster on display in each class. They will monitor and report e-safety incidents.

## Geography impact:

We measure the impact of our curriculum through the following methods:

- Assessing children's subject knowledge before we begin a new topic, in the form of a mind map. We then return to this at the end of the unit of work to assess understanding and new learning.
- Summative assessment of pupil discussions about their learning.
- Images (photographs) of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Marking of written work in books against success criteria.

## **Marking**

- Marking of geography is in line with the whole school marking policy. Positive comments are often given and geographical targets are set which refer back to the learning objective.

## **Monitoring**

Geography is monitored in the following ways:

- The co-ordinator, alongside SLT, monitor planning, checking it for coverage, progression and differentiation.
- The co-ordinator, alongside SLT, samples work and gives feedback to colleagues. Examples are kept in the co-ordinator's file.
- The whole staff, together with the Geography co-ordinator, sample work, in work trawls, in line with the work sampling cycle.
- Learning walks are carried out during the year to monitor the presentation of learning in Geography displayed in classrooms and corridors. Photographic evidence is kept in the co-ordinator's file.

## **Equal Opportunities**

All children will be given equal access to Geography irrespective of race, gender, religion, learning need, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of Geography.

## **Evaluation**

This policy will be reviewed in line with the school policy review cycle.

**Geography policy reviewed and updated January 2020 by Kathryn Astley.**

Signed:

Date: