



Geography Policy

June 2022

Our School's Vision

'With God's help, together, we aspire, achieve and believe'

Intent for Geography

We have designed our geography curriculum so that it is relevant to our children, where they live and to give them experiences which address their needs.

Our geography curriculum is **ambitious**. It creates a curiosity and fascination about the world which will remain with our all of our children for the rest of their lives and help to prepare them for **future learning and employment**.

Geography will be well thought out, **planned and sequenced**, so pupils will acquire a **growing knowledge** and a deepening understanding of the United Kingdom and the rest of the world. Children will study physical and human features and the diversity of places and people. The curriculum will help children to understand how they are developing personally and socially in comparison to the rest of the world.

Children will develop their geographical skills needed for mapping and fieldwork as well as learn to analyse and communicate geographical information.

Geographical vocabulary will be enhanced by child led discussions.

Children will go on a progressive geographical journey which will challenge them and provide them with a **cultural capital** through experiences and opportunities to help them understand and appreciate our world.

Children will leave our school with the ability to tackle moral and cultural issues that are related to geography and understand the United Kingdom is a culturally **diverse** country.

Aims of the National Curriculum

A high-quality geography education should inspire in pupils, a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. 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.

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. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Acquiring knowledge and skills

Our geography curriculum provides children with opportunities to develop their knowledge and skills using a range of opportunities. Children will learn the Substantive Knowledge from the National Curriculum and the Disciplinary Concepts a geographer needs.

At St John with St Augustine's Primary School, we aim to ensure that all pupils:

Substantive Knowledge

- **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.

Disciplinary Concepts

- 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.

Statutory Requirements

The National Curriculum Programme of Study is provided by the Department for Education to support schools in planning a whole curriculum. It is our responsibility as a school to ensure that this programme of study is covered.

In addition to the statutory aims, we seek to meet the specific needs of the pupils at our school. We aim to develop our children's speaking and listening skills including vocabulary and provide opportunities through geography to improve reading skills. Alongside these personal aims, we endeavour to provide the children with a range of opportunities and experiences to further their learning as well as engaging parents in this area of the curriculum.

Early Years Foundation Stage

Geography is delivered in the Early Years Foundation Stage within the 'Understanding the World' area of learning, through a cross curricular topic-based approach.

Working towards the Early Learning Goal for 'The world' ensures that they know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

Early Learning Goals: (People, Culture and Communities)

Children at the expected level of development will:

- 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 life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.

Key Stage 1

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 knowledge and 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

Key Stage 2

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.

The Role of the Subject Leader

- To update, revise and formulate the Geography Policy every 3 years.
- To assist staff in improving standards of teaching and learning in Geography
- To ensure that the Geography curriculum is sequential and progressive across each year group.
- To monitor and evaluate standards in Geography through effective work scrutiny.
- To formulate an annual action plan in which areas for development are clearly identified and based on sound evidence.
- To maintain up to date knowledge of the subject and deliver / organise training to other staff when required.
- To ensure there is an assessment mechanism in place for Geography and that there is a clear understanding of standards at the end of each term.
- To order, organise and monitor resources required for effective delivery of Geography.

The Governing Body

An annual report is made to the governing body on the progress of Geography provision when applicable.

This policy will be reviewed every three years or in the light of changes to legal requirements. The next review will be in Summer 2025.

Development of the Curriculum

Our geography curriculum is being developed continuously to ensure that the teaching and learning of this subject is the most effective. Our geography curriculum is developed as a whole teaching staff ensuring there is a transparency through each Key Stage of the expectations, knowledge and skills progression. Adopting this approach has enabled the development of a strong, progressive and fulfilling Geography curriculum from EYFS through to the end of year 6. Teachers know the end of Key Stage expectations (Rucksacks) for not only their own Key Stage of teaching but all the Key Stages throughout the school. This enables teachers to recap prior learning, plan progressive

geography lessons and build upon skills previously taught to ensure children learn more and remember more.

Curriculum Organisation

The geography curriculum has been organised to ensure that it is progressive through the school, whilst ensuring the statutory requirements of the National Curriculum are being taught. The statutory subject content has been organised into geography units in a way which allows the geographical knowledge, fieldwork skills to be taught in a progressive manner, building on prior learning. The children will then be able to apply this learning across the curriculum. A geography unit is taught every term, for approximately 6 weeks. Natural cross-connecting links are formed with other subjects, but these are not forced. Children are given opportunities for writing at length at the end of each geography unit.

To ensure a well balanced and fulfilling geography curriculum, a variety of teaching and learning styles are used. We want geography to be a subject where children: explore, create, enquire and communicate in many ways to ensure that learning is fun and remembered. Ensuring the learning is long-term is a priority in our curriculum as we want children to learn more and remember more. To ensure that children do not experience cognitive overload, the learning objectives and success criteria for each lesson are incredibly important and focus on the new learning taking place and are succinct.

Inclusion

At our school, we teach geography in a way which is accessible to all children, whatever their ability and individual needs. We call this a high quality teaching approach. Through our geography teaching, we provide learning opportunities that enables all groups of pupils to make good progress. We strive to meet the needs of those pupils with special educational needs or disabilities, those who are disadvantaged and those who are more able. When planning the geography curriculum, all teachers take into account all the above groups to ensure that our geography lessons are fully inclusive. Every child takes part in geography lessons and limited interventions take place during this time to ensure equal opportunities for all groups of pupils.

Planning

The planning of the curriculum is organised into the following phrases:

- Whole School Curriculum Mapping
- Yearly Overviews
- Progression of Skills
- Medium term planning
- Short term planning

Overviews and the progression of knowledge and skills planning is done as a whole teaching staff to ensure coverage of the statutory National Curriculum content.

Medium term planning is done within: EYFS, Key Stage One, Lower Key Stage Two and Upper Key Stage Two. This is then shared with the Senior Leadership Team and all other teaching staff to ensure transparency and so that each teacher knows the prior and next stages of learning. This enables the successful teaching and learning of geography.

Short term planning is done by individual teachers for their class. This is then shared on to One Drive for other teachers and for monitoring of planning by the subject leader.

Opportunities to use Computing to support teaching and learning in Geography will be planned for and used appropriately. As a school we use 'Digimaps for Schools', TigTag and Oddizzi. These are all online resources that have been invested in to enhance the teaching and learning of our geography curriculum.

Fieldwork

It is always advisable to base learning on **first-hand experience** and teachers are encouraged to focus attention on the opportunities available in the local area. This will ensure that the pupils will get to explore the world beyond their classroom environment.

In addition to fieldwork, geography can be enhanced by trips and visitors. Visitors are invited in and trips related to geography are organised to further the children's learning experience when possible. Teachers are encouraged to organise visits that will enable pupils to extend their knowledge of the world around them.

Examples of fieldwork trips further afield have been:

EYFS: Farm visit

Year 1: Visiting Chipping Village

Year 2: Blackpool Visit

Year 3: Lake District Visit

Year 4: River Study Visit at Waddicar

Year 5: Liverpool

Year 6: North Wales visit.

Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping Policy
- Responding to pupil's work/Feedback/Marking Policy
- Special Educational Needs Policy
- Pupil Premium Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

Geography Subject Leaders:

Mrs A Jesson 2021/22.

Mr Proctor 2022 until a further appointment of a Geography Lead.

(Original March 2022)

(Updated June 2022)