

# Geography Policy

Blessed John Duckett School is a Catholic School and God's love is at the centre of our community.

We experience prayer and worship together, share and recognise pupils' understanding and deepening of the Christian faith.

By working together, we strive to meet the spiritual, pastoral and academic needs of our children and community.

We demonstrate our love by caring for God's world and the diverse people in it.

We aim for respect, fairness and justice in all we do.

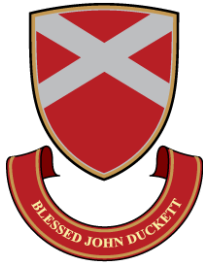
Policy agreed by Staff Summer Term 2020

Signed *Mrs S. McQuiggin* Headteacher

Agreed by Governors Summer Term 2020

Signed *Mrs E. McGurk* Chair of Governors

To be reviewed Summer Term 2022



### **Introduction**

At Blessed John Duckett RC Primary School, our geography work forms part of our termly topics. We aim to equip learners 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 learners 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. This policy reflects Blessed John Duckett's values and philosophy in relation to the teaching and learning of geography. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

### **Rationale**

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind. Where appropriate, the Geography curriculum fosters an understanding of Cultural Capital so our children have exposure to a wide experience of local and global learning where there are opportunities for respect and tolerance when embracing differences within the world we live.

### **Statement of Intent**

At Blessed John RC Primary School, we aim to inspire in children a curiosity and fascination and instil a sense of awe and wonder, about the world and its people in order to broaden aspirations and horizons.

For children to know that Geography is the study of places, people, resources and natural and human environments and processes.

Geography is, by nature, an investigative subject which develops an understanding of concepts, knowledge and skills.

Children will begin by looking at their immediate environment, progressing to their local area, the UK and finally the wider world. Learning will be sequential to ensure that children's knowledge and skills are remembered and built upon.

As Geographers, children will ask and answer questions and develop a deeper understanding of the world around them.

They will be able to use sources effectively to collect, analyse and communicate data. These sources will include maps, photographs, satellite imagery and fieldwork

As Geographers, children will be able to carry out research and communicate their findings in a variety of ways, including using IT.

Children will develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote spiritual, moral, social and cultural development; helping children to make links.

Every opportunity is provided to enhance children's experiences both in and outside the classroom, by way of outdoor learning, local fieldwork, community links, trips and residential stays.

Themed home learning tasks are designed to encourage and deepen children's own knowledge and interests.

We make the most of our geographically rich, rural location to develop children's appreciation of where they live.

Our curriculum is tailored to the diverse needs of our children - Enhanced curriculum.

### **Legal Framework/National Curriculum**

We use and adapt the National Curriculum, building on the principles of the EYFS Statutory Framework Guidance as the basis for our Geography teaching.

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. Pupils should 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.

It requires that pupils 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. They should be able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Aims and Objectives**

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.

- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

### **Roles and Responsibilities**

The subject lead is responsible for the development of the subject and also for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of knowledge maps as and when necessary.
- Identifying the training needs of staff through monitoring.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes and classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues planning, classroom teaching and progress data in line with school's monitoring programme.
- Ensuring assessment mechanisms inform teaching and learning and are being used effectively
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- Carrying out an annual audit of resources, identifying any shortfalls.
- Liaising with other colleagues, from local primary and feeder secondary schools.
- Ensuring all learning groups are catered for.
- Helping develop educational visits or specialist visitor provision across the school.

### **Subject Content Overview**

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. [Appendix 1 – LTP]

### **Early Years**

Within the Early Years Foundation Stage, Geography is included as part of

Understanding of the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the Early Years' curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

### **Key Stage 1**

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

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**

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

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.

### **Planning**

Our school uses the National Curriculum programme of study, including EYFS guidance as the basis for its curriculum planning in Geography. We have adapted the national scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area in addition to investigating national and global physical and human features.

Our curriculum planning is in three phases (long-term, medium-term and short-term).

#### **Long Term Planning**

Our long-term plan maps the geography topics studied in each term during each key stage. The Geography subject leader works this out in conjunction with teaching colleagues in each year group. In some cases we combine the geographical study with work in other subject areas, especially at Key Stage 1. At other times we arrange for the children to carry out a geographical study independently or make links through research projects.

#### **Medium Term Planning**

Our medium-term plans follow the national guidelines and knowledge maps and give details of each unit of work for each term. Each unit begins with a learning enquiry and identifies learning objectives and outcomes, ensuring an appropriate balance and distribution of work across each term. The geography subject leader reviews these plans on a regular basis ensuring key skills are being taught; learning objectives are being covered, in relation to a child's age related expectations.

Each class teacher creates weekly planning that includes Geography. These weekly plans list specific learning objectives with differentiated success criteria.

#### **Short Term Planning**

We plan the topics in Geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

#### **Teaching and Learning**

We use a variety of teaching and learning styles in our lessons. We believe in whole-

class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

### **Assessment**

We assess the children's work in Geography by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit. We record the results in our assessment files [key tracker sheets] and to enable a cohort overview to be provided. These will be used to plan future work; 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.

The class teacher and Geography subject leader keeps samples of the children's work in a portfolio.

### **Monitoring and review**

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography, in line with the school's monitoring programme. This will take the form of lesson visits, scrutiny of work, pupil discussion, learning walks, subject audits, pupil reviews etc.

The Geography Subject Leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The Geography Subject Leader gives the Headteacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader meets with the link governor to review the geography element of the school improvement plan.



## **Resources and equipment**

We are continually reviewing resources in our school to be able to teach all the geography units in our Scheme of Work. We keep these resources in a central store. We also keep a variety of atlases, maps and globes within the classrooms. In the library we have a range of Geography topic books. Topic boxes are ordered in accordance with the long term plan from Durham Learning Resources, this ensures the most up-to-date equipment, artefacts and quality reading materials are always available. These supplement our already existing resources. [Appendix 2 – Resource List]

## **Links to other parts of the curriculum**

There is a thematic approach to Geography teaching in our school which ensures links being made across different curricular subjects. Allowing children to apply and reinforce their skills and knowledge in a variety of contexts.

Geography makes a significant contribution to the teaching of Literacy in our school because it actively promotes the skills of reading, writing, speaking and listening. We focus on the key vocabulary of the subject and use writing frames as appropriate.

Children are provided with opportunities to write at length in Geography with the aim of showing consistency in writing across all subjects.

Our field work investigations develop data handling and graphing skills. The spatial dimension of map-work is mathematical, too, through direction and locational work. Our map work develops ability to understand and use co-ordinates. It also develops understanding of compass points and provides opportunity for them to practise giving directions using a compass.

There are similarities between the enquiry approach and scientific investigation. The skill of identifying similarities and differences is also mirrored. Children gain an understanding of different topics that have an underlying scientific concept and therefore need to use their scientific understanding to allow them to develop their knowledge.

Pupils will be provided with opportunities to develop and apply their IT capability to support their learning in geography. Information technology enhances our teaching of geography, wherever appropriate, in each key stage. Each teacher ensures it is used as a teaching tool where appropriate and provides opportunities for children to also use it.

IT is used to enhance skills in data handling and in presenting written work. They are also able to research information through the internet and also able to look at maps relating to the topic taught in school. We also use the digital camera for fieldwork and classroom follow up.

Each Geography knowledge map provides potential links with other subject areas.

## **Home School Links**

Topic overviews provide information to parents about what their children will be studying throughout the term. Parents are also informed of termly school visits and/or visitors which are organised to further enrich our curriculum.

Parents have the opportunity to attend consultation evenings on a termly basis. This concludes with an annual written report outlining pupil progress within all curriculum subjects. Curriculum Information is also provided on the school website.

Homework tasks are given on a termly basis in line with the topic being studied. This provides children with the opportunity to investigate, research and reinforce their skills in a practical, creative way. Homework tasks are cross curricular and designed in such a way to engage children and families in their own learning. [Homework Policy]

### **Equal opportunities**

At Blessed John Duckett RC Primary School we have due regard for our duties under the Equality Act 2010. Children are given opportunities to work with others, listen to each other and treat everyone with respect. We will ensure that we eliminate discrimination, advance equality of opportunity and foster good relations. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

Please refer to our Equality Statement.

### **SEND**

Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We all recognise the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious curriculum. Within Geography, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDco where applicable.

Please refer to the SEND Policy

### **Health, Safety and Hygiene**

Where children use computers for work in geography, the school has an e-safety policy to protect the staff, pupils and the school. Full risk assessments on all aspects of off-site visits are carried out by class teachers to ensure that all children, staff and adult helpers are kept safe and secure whilst away from the school environment.

### **SMSC**

In line with our mission statement, in working together, we strive to meet the spiritual, pastoral and academic needs of our children and community.

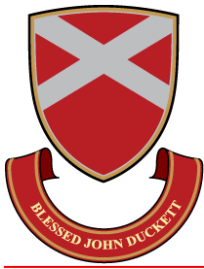
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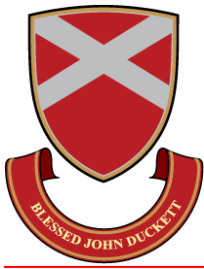
### **Safeguarding**

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please refer to the Safeguarding Policy.



Year A			
	Forests Autumn	Voyages of Discovery Spring	Mountains Summer
EYFS	Local Environments	Compare and Recognise Different Environments	Plants and Growing
KS 1	Locality Study Forests	Locational Know ledge The World	UK Contrast Locality Study Lake District
KS 2	Human and Physical Climate and Biomes	Locational Know ledge Europe Volcanoes and Earthquakes	Human and Physical Mountain Environments
Year B			
	African Adventures Autumn	Festival of Britain Spring	Dig, Dig, Dig Summer
EYFS	Local Environments	Compare and Recognise Different Environments	Plants and Growing
KS 1	Contrasting Locality Non-European Gambia	Locational Know ledge UK	Locality Tow Law
KS 2	Locational Know ledge Our Changing World	Human and Physical World Trade: Food	Locational Know ledge Cities
Year C			
	Myths & Legends Autumn	Explorers and Travellers Spring	Helpful Heroes Summer
EYFS	Local Environments	Compare and Recognise Different Environments	Plants and Growing
KS 1	Locational Know ledge UK	Locational Know ledge World Hot and Cold Places	Locality Field Work School Grounds
KS 2	Locational/Place Know ledge Europe	Locational Know ledge Position and Time Zones (Journeys)	Place Know ledge Similarities and Differences of the UK
Year D			
	Our World, One World Autumn	Travel and Transport Spring	Castles and Coast Summer
EYFS	Local Environments	Compare and Recognise Different Environments	Plants and Growing
KS 1	Contrasting Locality India	Locational Know ledge The UK	Contrasting Locality Lindisfarne
KS 2	Place and Locational Know ledge North America	Human and Physical Rivers	Physical and Locational Coastal Regions



# Blessed John Duckett RC Primary School

## APPENDIX 2 – Resource List

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