

**Darwen St James'**  
C of E Primary Academy



**GEOGRAPHY POLICY**

## **Mission Statement**

Nurturing ambition through a living faith

## **Vision**

Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all our learners in order for them to become positive citizens of tomorrow.

## **Bible**

Let us not love with words or speech alone but with actions and truth. John 3:18

## **School Aims**

At Darwen St James' C of E Primary Academy children are central to all that we do, their education, well-being and development of the whole person.

The aims of the school are:

- To deliver high quality education in which a range of creative and stimulating experiences and activities are provided so that each child has the opportunity to develop their full potential.
- To promote and experience an understanding of Christian principles as a basis for developing the personal qualities relevant to a positive contribution to community life (both in and out of school).
- To nurture our children to develop emotionally and socially in order to help them enjoy and manage their lives to be effective learners, respectful, tolerant and responsible citizens.
- To create a high quality learning and working environment, promoting ownership by children and staff and developing a sense of responsibility and pride.
- To create a high performing team of staff and governors with the necessary knowledge, skills and understanding in order to meet the demands of education in the 21<sup>st</sup> century.

## **Equal Opportunities**

The Equal Opportunities Policy of Darwen St James' C of E Primary Academy is part of the ethos of our school and is supported by the Mission Statement and the policy for Race Equality. This policy helps to ensure that we do not discriminate against anyone (adult/child) on the grounds of race, gender, religion, nationality or national origins.

## **Introduction**

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

## **Aims**

The National Curriculum for geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

## **Foundation Stage**

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the Early Years Foundation Stage, we plan opportunities based on Development Matters in the Early Years Foundation Stage (EYFS). The Development Matters statements for Geography can be mainly found in the EYFS Specific Area of 'Understanding the World'.

The development matters statements support the curriculum planning for children aged birth to five and forms the foundation for later work in Geography. These early experiences include: exploring and investigating, drawing on their own personal experiences and observing closely using their senses. They will also include using age appropriate software and technology.

In Nursery Two's classroom, children begin learning about Geography from their immediate environment, home and nursery. In the Pre-school nursery, children extend this information to look at features of our immediate environment and community around the school. They begin to develop geographical language to reflect this learning.

## **Key Stage 1**

Pupils should be 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 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of its surrounding environment.

## **Key Stage 2**

Pupils should be 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 the compass, four and six-figure grid references, symbols and key (including use of Ordnance Survey maps) to build 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.

## **Teaching and Learning styles**

The school uses a variety of teaching and learning styles in geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

Children are encouraged to ask as well as answer geographical questions. They are offered the opportunity to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs and are enabled to use ICT in geography lessons where this serves to enhance the 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, children are involved in 'real' geographical activities, eg research of a local environmental problem or use of the internet to investigate a current issue.

At Darwen St James' C of E Primary Academy 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. This is achieved by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty, with some children not completing all the tasks.
- 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.

Fieldwork is integral to the teaching of geography and we include as many opportunities as we can to involve children in practical research and enquiry.

## **Geography Planning** \_\_\_\_\_

We use Kapow Primary for our geography lesson content, with the intention of adapting these lessons to meet the needs of our children. We carry out the curriculum planning in Geography in three phases: long-term, medium-term and short-term. Geography is planned through creative and purposeful learning opportunities within the class learning 'experience'.

## **Resources**

There are sufficient resources within school to teach all of the geography topics. Atlases, globes, weather stations and teaching atlases are available to all classes.

## **Links with Other Areas of the Curriculum**

As far as possible, Geography is taught in a cross-curricular fashion, making links with skills taught in other areas of the curriculum. The subject makes a significant contribution to the teaching of English in our school, as it actively promotes the skills of reading, writing, speaking and listening. Mathematics learning is enhanced in a variety of ways, such as the use of graphs to explore, analyse and illustrate a variety of data. Provision is made for the children to use computers in geography lessons where appropriate and this provision is incorporated into teacher's planning. There are also clear links to personal, social and health education through the issues of citizenship and social welfare. Children are encouraged to engage with environmental issues and are allowed to organise campaigns on matters of concern to them. Geography encourages children's spiritual, moral and social development through the examination of fundamental questions in life, such as environmental issues. Children are encouraged to reflect on mankind's impact on the world and to reflect upon global inequality and injustice. Their cultural understanding develops through a growing knowledge and understanding of different cultures.

## **Teaching Geography to Children with Special Educational Needs**

At Darwen St James' C of E Primary School we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **Assessment and Recording**

Teachers continually assess the children's work in geography by making informal judgements as the children work. Throughout the year the teacher aims to develop children's geographical skills. These are identified for each year group on the 'Progression of Skills' sheet (see attached). At the end of the year the teacher completes an assessment sheet showing which children are working at, above or below the level of skills for their national expectations. At the end of the year, the information is passed on to the child's next teacher. Standards of attainment are moderated and monitored by the subject leader who will be responsible for developing and maintaining an up to date portfolio of children's work which shows the expected level of attainment in each year group.

## **Monitoring and Review**

The geography subject leader (Mrs Thompson) is responsible for monitoring the standard of children's work as well as the quality of teaching in the subject. The 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 school in the subject. Throughout the year, the subject leader collects information through monitoring planning, scrutinising children's books, looking at displays, having discussions with children and teachers and by moderating attainment. This information is reported to the headteacher on a termly basis and provides an evaluation of the strengths and weaknesses in the subject, as well as indicating areas for further improvement. Teachers have time allocated to allow this work to progress.

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