

Monkton Church of England Primary School

Geography Policy

Lead Person: Jessica Bax

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Signatures:

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Chair of Governors Executive Headteacher



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| **Monkton Church of England Primary School** |
| **Compassion, Courage, Justice****Jesus said, ‘Go and do the same.’** |
| Our school has compassion at its heart, which inspires us to be people of courage, who care for ourselves, stand with others and seek justice as we grow and discover the world around us.By knowing each individual, our learning environment is shaped to encourage creativity, promote challenge through our learning values and nurture spirituality, ensuring all thrive. |
| **The Parable of the Good Samaritan**Luke 10:25-37 English Standard Version (ESV)  |
| **Christian Foundations** |
| **Compassion Courage** **Justice** |
| **As a Federation, we are passionate about every individual flourishing, so that they can be nurtured and develop as well-rounded children, living life in all its fullness.**Every policy is written with our Christian Vision and Foundations in mind. |

**Introduction**

This policy reflects Monkton Church of England PrimarySchool’s values and philosophy to the teaching and learning of Geography. It should be read in conjunction with the Assessment Policy, Inclusion Policy, Equal Opportunities Policy and Health and Safety Policy.

**Definition**

Geography teaching in the Primary School is about developing an understanding of our world, through primary experience, investigation and learning from secondary sources. Geography helps children to gain a greater understanding of the ways of life and cultures of people in other places, celebrating both similarities and differences. This will help to enable children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment. Children gain an understanding of why these things are important to us and how they are changing and how they may develop in the future.

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Children study their local area and contrasting places in the United Kingdom and other parts of the world. The study of the local area forms an important part of the geography taught at our school and activities are planned to build upon the children's knowledge and understanding of the local area.

**Aims**

The curriculum at Monkton Church of England Primary School promotes the overall development of pupils and prepares them to embrace the opportunities, responsibilities and experiences of adult life. In light of this, we believe that geography will:

* Stimulate children’s interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
* 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.
* 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.
* Encourage in children a commitment to sustainable development and an appreciation of what ‘global citizenship’ means.
* Help make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
* 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.
* Apply map reading skills to globes and atlas maps and identify geographical features.
* Formulate appropriate questions, develop research skills and evaluate material to inform opinions.
* 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.
* Develop a sense of identity by learning about where we live, in the United Kingdom and its relationship with other countries.
* Actively seek to form relationships with pupils and schools from other countries and in contrasting areas in the UK in order to gain a better understanding of other cultures.

**Strategies for teaching**

The predominant mode of learning is through whole class teaching and a combination of group and individual learning. Children are encouraged to use skills in critical thought and questioning combined with an emphasis on the development of geographical skills.

Geography is also taught through practical activity. Investigative fieldwork is encouraged and takes place throughout the school, including a residential visit in Year 6. Where possible, geographical learning should be linked to the outside environment and lessons should explore both the school and local environment and use this to make links to the wider world.

Computing, including the use of computers and audio-visual aids, will be used in various ways to support teaching and motivate children’s learning when it is the most efficient and effective way of meeting the lesson’s objectives. Pupils are encouraged to communicate their findings in a variety of ways, including using computing.

Specific geographical skills are highlighted and tracked through the use of Cornerstones and its supporting tools. Coverage throughout both Key Stage 1 and Key Stage 2 is monitored and assessed through the use of Arbor and is checked by the subject leader.

Emphasis is given to highlighting multi-culturalism in a non-stereotypical way when learning about different localities and cultures; contributing to pupils’ moral, cultural and social education.

Opportunities will be sought to link geography to other curriculum areas, primarily through the Cornerstones curriculum, so pupils can develop and apply their geographical skills within a meaningful context.

Geography is celebrated through the use of display and presentation of work to the class and wider audiences, including taking part in an annual Geography focus week. All geography learning should be presented to a high standard and in line with the presentation policy of the school.

**Programmes of Study**

Geography is a National Curriculum foundation subject with designated programmes of study.

The programmes of study for both Key Stage 1 and 2 are based on-

* Locational knowledge
* Place knowledge;
* Human and Physical geography;
* Geographical skills and fieldwork.

Teaching should ensure that geographical enquiry skills are used when developing knowledge and understanding of places, patterns and processes, and environmental change and sustainable development.

During the Foundation Stage, children will work towards the geographical aspects of the Early Learning goals for Knowledge and Understanding of the world.

**Expectations**

Children within the Foundation stage will talk about different places and begin to be introduced to geographical language. They will compare native animals, climate and landmarks.

By the end of Key Stage 1, most children will be expected to-

**Locational knowledge**

* name and locate the world’s 7 continents and 5 oceans
* name, locate and identify characteristics of the 4 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

By the end of Key Stage 2, most children will be expected 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 in 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 8 points of a compass, 4- and 6-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

**Time Allocation and Organisation**

Geography is taught in a cross-curricular way through the termly topic learning based on the Cornerstones curriculum. Each class teacher will provide regular lessons during those terms/weeks when Geography is being studied. When being studied, geography lessons should last for approximately 1 hour.

Pupils will follow the Knowledge and Understanding Early Learning Goals for the Foundation Stage (see Early Years Policy), which aim to promote social skills and geographical language and understanding.

**Additional Educational Needs including Gifted and Talented**

Support for AEN children follows the school’s Inclusion Policy. The study of geography will involve all children within the class in a variety of differentiated ways addressing all learning styles.

The class teacher will also ensure that the needs of any exceeding children, who require further challenge, in their class are met through the lesson planning for this subject.

**Equal Opportunities**

The scheme of work and teaching strategies in geography should:

* Ensure equal access to the curriculum for all, regardless of ability, ethnicity and gender
* Ensure sensitive treatment of gender, ethnic and religious issues
* Avoid stereotyping

**Assessment and Recording**

Formative assessment is used to identify the progress of individual pupils in geography. This determines what each child has learned and what could be the next stage in their learning.

Feedback to pupils about their own progress in geography is achieved through marking and verbal feedback.

As the topic progresses teachers are required to assess the ability of pupils to apply the skills taught and track progress and coverage. Arbor should be used on a regular basis and as appropriate, to record what has been taught and the assessments that show how children are progressing.

**Continuity and Progression**

Planning is based upon the Long-Term Plan which is developed using Cornerstones. There is a clear skills progression document, which shows how we expect skills to develop across our school as children move through the year groups.  Medium Term and Weekly plans are drawn up by year group teachers and are monitored by the subject leader. These plans are carefully balanced to ensure full coverage of the National Curriculum Programmes of Study.

**Monitoring**

* Monitoring of Geography takes place throughout the school by:
* Observation of individual lessons
* Monitoring of children’s books
* Discussions between teaching staff and with children
* Observation of the learning environments, including display
* Regularly using Arbor

**The Role of the Subject Leader**

* To undertake monitoring of standards in geography and use this to inform the geography action plan.
* Provide leadership and management of their subject to secure high-quality teaching and learning.
* Play a key role in motivating, supporting and modelling good practice for all staff.
* Take a lead in policy development and review
* To liaise with outside agencies and attend subject specific courses.
* To report to the Head teacher and Governing Body on geography-related issues.
* To plan and organise the allocation and purchase of resources in accordance with any available budget.

**Health and Safety**

In their planning teachers will risk assess any adventurous activities and conform to the Health and Safety Policy. They will also explain the reasons for safety measures and discuss any implications with the children. When undertaking geographical activities children will always be encouraged to consider safety for themselves and others and to take care of the environment and the resources used.