



**THE RACKHAM**  
**C OF E PRIMARY SCHOOL**

# Geography Policy

**Policy Number:** SCH 055

**Date:** January 2024

The Rackham C of E Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

### **Purpose of the policy**

This policy reflects the aims and values of The Rackham C of E Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website.

### **Subject vision**

At The Rackham C of E Primary School, we believe that a high-quality geography education will help pupils provoke and answer questions about the natural and human world in which they live. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of problem solving and investigative skills both inside and outside the classroom. Geography is the link between the natural world and social sciences and helps pupils to understand and solve problems facing the environment and the future state of the planet.

### **Aims and outcomes**

By the time pupils leave the school, they should:

- Know and understand 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.
- Be 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.

### **Teaching and learning**

Geography is taught in mixed-age classes by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of geography might involve:

- Whole-class teaching
- Small group discussions

- Reading from textbooks
- Handling artefacts/maps/models
- Looking at geographical photographs
- Individual projects/research
- Role play
- Fieldwork/orienteering
- Educational visits
- External speakers

The above list is not exhaustive and may be adapted for the pupil's needs.

### **Curriculum overview**

Here at The Rackham C of E Primary School, pupils will follow a geography curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to foster a curiosity and fascination about the world and its people, which will last a life time. Curriculum content should equip children with knowledge about diverse places, people, natural and human environments, together with a deep understanding about the Earth's key physical and human processes. As they progress, pupils will use their grasped knowledge to deepen their understanding about interaction between physical and human processes and how these shape and interconnect and change over time. Children will learn more, remember more and understand more.

#### Early Years Foundation Stage (EYFS)

Geography within the EYFS is developed through purposeful, play based experiences and will be represented throughout the indoor and outdoor provision. The learning will be based on pupil's interests and current themes and will focus upon the expectations from Development Matters/Early Years Outcomes stemming from Knowledge and Understanding of the World area of learning. Geographical understanding can be developed through stories, games, songs, imaginative play, child initiated learning and structured teaching. As pupils progress, they will be encouraged to record their thinking in a more formal way.

"Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension."

Statutory framework for the Early Years Foundation Stage 2021

#### Key Stage (KS) 1

In KS1, pupils will:

- 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

- 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
- 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
  - 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, West) and locational and directional language 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 physical features of its surrounding environment

The topics we teach in geography are outlined in the programmes of study/curriculum map for geography below.

Detail of programmes of study/curriculum maps can also be found on the school website.

### Key Stage (KS) 2

In KS2, pupils will:

- 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)
- 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
- 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
- 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 topics we teach in geography are outlined in the programmes of study/curriculum map for geography below.

Detail of programmes of study/curriculum maps can also be found on the school website.

### Programmes of study

The included subject examples are taken from the National Curriculum for geography:

<b>Cycle 1</b>	Autumn term	Spring term	Summer term
EYFS	Understanding of the World	Understanding of the World	Understanding of the World
Year 1/2	Seasonal Change/Weather Seven continents	Our locality with a non-European country	
Year 3/4	Rivers	Study of the UK Building Location Knowledge- Europe	
Year 5/6	Y5 The Water Cycle/ Y6 Ravenstor Y5/6 Energy and sustainability	Study of Europe CC Ancient Greeks	Local Fieldwork – CC The Fens

<b>Cycle 2</b>	Autumn term	Spring term	Summer term
EYFS	Understanding of the World	Understanding of the World	Understanding of the World
Year 1/2	Villages, Towns and Cities		Oceans and Seas
Year 3/4	Building Location Knowledge- UK and Europe	Mountains, Earthquakes and Volcanoes	Contrasting Locality
Year 5/6	Y5 The Water Cycle/ Y6 Ravenstor Y5/6 Rivers		Biomes Ecology/The World at Large

### **Cross-curricular links**

At The Rackham, we value the opportunities that the teaching of geography provides to other areas of the curriculum. Geography shares strong links with the following subjects:

- English: development of literacy skills through speaking and listening, reading and writing, discussion, debate and presentation
- Maths: Collecting, recording and analysing data; understanding number to make comparisons; using scales; use of keys in graphs
- RE: deeper understanding of different religions and their influence
- ICT: use of the internet for research, including electronic map applications (Google Earth)
- History: Cross curricular links that deepen learning e.g. Y3/4 Cycle A Rivers topic linked with Ancient Egypt and the river Nile or Y3/4 Cycle B Building Location Knowledge with The Romans
- Art: Use of the outside space and nature e.g. Y1/2 Cycle A Flora & Fauna; Y5/6 Cycle A Topography & Maps and Land/City Scapes
- PE: opportunities of orienteering and exploring the outdoor environment
- Science: development of a 'discover and explore' approach to understanding the world around us. The 'Working Scientifically' strand underpins the enquiry-based learning in the geography curriculum
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, opportunities to enjoy nature and being outside, promotes the concept of positive

citizenship in our dedication towards sustainability and being reflective when faced with moral issues

## **Assessment and recording**

### Assessment

The Rackham C of E Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. We assess children's work in geography by making informal judgements as we observe during lessons.

### Formative assessment

Formative geography assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

### Summative assessment

Summative assessment is completed termly, based on the geographical skills and knowledge that the medium-term plan requires as a key focus.

At the end of each geography unit, pupils will be assessed within one of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WTS)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

### Marking

Children receive regular feedback and marking following the school's marking policy.

### Recording

In geography, pupils will record their learning in the following ways:

- Topic books
- Reception-Individual Learning Journey
- Tapestry recordings

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

## **Resources**

### Textbooks and other equipment

The geography curriculum at The Rackham closely follows the National Curriculum. This is achieved through the use and adaption of units of work from Oak Academy for

Key Stage One: <https://www.thenational.academy/teachers/programmes/geography-primary-ks1-l/units>

Key Stage Two: <https://www.thenational.academy/teachers/programmes/geography-primary-ks2-l/units>

### External speakers, local museums, trips

From time to time at The Rackham, teachers plan to undertake educational visits of topical interest and invite visitors to the school in order to support the learning objectives for units of work where relevant. For example, Y5 and Y6 in Autumn 2023 had a workshop led by Environmental Recycling Officer from Waterbeech. Annually, Year 4 children have the opportunity to visit Burwell House and in Year 6 children have the chance to visit Ravenstor as part of a programme of residential opportunities that are Geographical rich.

## **Roles and responsibilities**

### Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

### Subject leader

The subject leader at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

### Link governor

The link governor responsible for geography at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

### Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

### Parents

The parent community at our school will:

- Make sure their children are prepared for learning

## **Inclusion**

Teachers set high expectations for all pupils in geography. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)

- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study geography, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in geography.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

### **Links to other policies**

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- PSHE policy
- Marking policy
- SEN policy

### **Monitoring and review**

This policy will be reviewed and agreed in line with Government guidelines by the Governing Body.

### **Approved and signed by:**

#### **Headteacher**



**Signed:**

**Date:** 1<sup>st</sup> February 2024

#### **Chair of Governing body**



**Signed:**

**Date:** 1<sup>st</sup> February 2024