



Geography Policy

Shining with love, pride and success

Date: 2021

Date of review: 2023

At St Maria Goretti Catholic Primary School we believe geography is a subject which provides children with a greater awareness and an increased understanding of the world we have inherited.

Purpose of study (National Curriculum 2013)

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.

Aims (National Curriculum 2013)

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 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

- 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.

Requirements

Within Key Stage 2 there are no stipulated time allocations i.e. class teachers may prefer a 'block topic' approach rather than weekly lessons, provided that the required study units are completed.

The content for the study of history is outlined in the National Curriculum Key Stage 1 and 2 programmes of study.

Special Educational Needs

Geography appeals to and has much to offer all children whatever their abilities. Using the Teaching and Learning policy, staff will move towards self-motivation and independent learning in the high attaining pupils. Geography can stimulate children with learning difficulties to communicate and through group activities to gain confidence and self-discipline. With close reference to ILPs teaching staff will direct activities with appropriate resources and make full use of support staff when available.

Equal Opportunities

St Maria Catholic Primary School intends that no member of our school community shall receive less favourable treatment because of his or her sex, race, colour, nationality, national origin, ethnic origin, disability, age or sexual orientation, nor be disadvantaged by any other condition or requirement which cannot be shown to be justifiable.

Resources

Most Geography resources are kept in the Geography cupboard in the Library. Located in the library, are also class sets of atlases and large local, European and World maps. Globes are kept in individual classrooms. Topic themed books can be borrowed via the Library loan service, and topic themed books can also be found on the school library shelves. E.g. Volcanoes, mountains, recycling etc.

Long Term Plan

Reference should be made to the Geography Topic Grid (Appendix A). Specific study units allocated to individual year groups are found in the Lancashire Topic Plans. These schemes of work ensure skill progression and unit coverage.

Assessment and Recording

The Lancashire Key Learning Documents provide the basis of assessment in geography. The schemes of work cover the statutory elements for each unit and give clear learning outcomes which enable ongoing assessment.

Many ways of learning are integrated into geography assessment. Children's work can be assessed by:-

- ◆ each unit commences with the question to the pupils "What I already know about...." and concludes with "What I have learned about..."
- ◆ observation; watching children work individually or as part of a group
- ◆ questioning; discussion about geographical topics and listening to pupil's responses and views on an individual, group or class basis
- ◆ evidence; the work children produce in class, writing, drawings, paintings, models etc.
- ◆ Digital photographs
- ◆ Videos/DVDs

Pupil work is checked against the levelled learning outcome, as detailed in the Scheme of Work, and at the discretion of the class teacher. Marking follows the school Marking Policy.

Staff Development

The geography co-ordinator will aim to assist staff by:-

- providing advice and informing staff of new developments in the teaching of geography within the school
- attending relevant courses and report back to colleagues or invite speakers into school
- consulting with the geography adviser as required.

School Development Plan

Geography will be monitored, evaluated and reviewed as part of the whole school development plan.

Using skills and understanding drawn from other curriculum areas to support Geography learning

ENGLISH

- Acquiring and using vocabulary effectively
- Confident and responsible speaking, listening, raising questions, discussing, describing, reporting
- Responding appropriately to instructions
- Recognising variations in vocabulary
- Recognising that print is used to carry meaning
- Annotating and labelling pictures and maps to convey information or interpretation
- Note taking
- Communication of information to different audiences
- Debating about issues (e.g. environmental issues)
- Using literary sources from other cultures to recognise the common humanity we share with people of all places
- Reading information from grids and charts

MATHEMATICS

- Using mathematical skills to collect, organise, present and interpret data
- Making and decoding grids and charts
- Constructing and decoding graphs
- Understanding grid references and coordinates

INFORMATION TECHNOLOGY

- Data Handling
- Word Processing
- Multimedia Presentation
- Internet Research
- Exploring Simulations
- Templates and activities found on Purple Mash

PSHE

- Raising matters of citizenship and belonging to the place where we live both nationally and locally
- How we can be responsible citizens E.g. look after our environment/recycle etc
- Debate geographical social issues

Appendix A

Geography topic content

Based on Lancashire Planning (2014)

	Topic Title	Notes
Year 1	Penguins, possums and pigs Hot and cold areas of the world	Key resources - Globe, world map, atlas, Google Earth. Identify key features. Animals, plants, weather, what it would be like to live there.
Year 1	Family Album UK countries and Capital Cities	Uk countries, cities, seas etc. UK maps, globe. National anthems, languages etc. Where have they visited?
Year 1	The Great Outdoors Fieldwork in the school grounds	School building and grounds. Local area. Maps. Comparisons. Routes home from school. Housing types. Geographical features.
Year 2	The place where I live Small areas of the UK – where I live and play	Key resources – maps, google maps, aerial photos Geographical features of local area. Map keys etc.
Year 2	Explorers Small areas in a contrasting non-European country	Maps of continents and oceans. Study a non-European country from Australia, Africa or Asia. Physical and human geography of chosen country. Similarities and differences. What is the life of a child like there.
Year 2	Wind in the Willows Seasonal and daily weather	UK maps. Weather forecasts. Recording data (Wind, rainfall, temperature etc.) Seasons.
Year 3	There's no Place Like Home The region where I live (UK); OS map work plus fieldwork in the local area	Key resources – OS maps, UK map, atlas, aerial photos, satellite images, google maps Locate the school, their home & local features on local OS map. Look at land use, keys and symbols, field work walk to identify features & use compass
Year 3	Rock and Roll Key aspects of volcanoes and earthquakes	Why do earthquakes and volcanic eruptions occur? Where do they occur? Types. Impact on humans and wildlife.
Year 3	What the Romans did for us A region in the UK – Lake district	This theme will focus on The Lake District in Cumbria but the ideas are transferable to the study of other regions in the UK. What is a National Park? Features of. Comparisons. Human activity and challenges e.g. tourism. OS maps.
Year 4	The Great Plague Rubbish and recycling – environmental study	Reduce, reuse, recycle. Why do we need to recycle etc. Land use, landfill. How long different materials take to decompose?
Year 4	Passport to Europe Contrasting region in a European country	Learn about a region in a European country. (Paris Basin or the Rhône Valley, a region of Italy such as Tuscany or Sicily, a region of Spain such as Andalusia or Catalonia, or a region of Germany such as Bavaria or the Weser Uplands) Human and physical features. Similarities and differences.
Year 4	Water, water, everywhere Key aspects of rivers	The water cycle. Main rivers on world map and UK map. Physical features of a river. Measuring the speed of a river.
Year 5	A Kingdom United UK cities, counties and key features - research	Key resources – UK map of counties, OS maps, digital maps Use 6 figure coordinates & keys/symbols. Understand what the UK is. Locate well known places, rivers, mountains, cities etc. Create fact files.
Year 5	Food, glorious food! World food – where does food come from?	UK maps, European maps, world maps. Different food requires different climates. Some people don't have enough food. Some people have lots of food and it goes to waste. Fairtrade food.

Year 5	Amazon Adventure Contrasting region – Amazon Basin, rainforest, biomes	Geography of the Amazon basin. Maps – features. Vegetation, rivers, settlements. Challenges – deforestation.
Year 6	Survival! World's countries and key features - research	World maps – key human and physical features. Create fact files about a country. Investigate climate and weather patterns. Discuss debate topical geographical issues in the news across the world.
Year 6	Beside the seaside Human geography, land use, economic activity, OS mapwork	Human and physical geography of a seaside town, (E.g. Blackpool) Comparisons. Tourism, transport, settlements, land use and change over time etc. Maps, images and other sources of geographical information. Ordnance Survey and digital mapping skills.