



St. Nicholas C of E Primary School

Geography Policy

Our Vision Statement

“To maximise the learning potential of every pupil within the love of God.”

Date reviewed: September 2020

Reviewed by: L. Turner

Approved by Headteacher: October 2020

Date of next review: Autumn 2023

Aims and objectives

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.

Intent

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment.

Whilst geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities.

Through the teaching of geography, St Nicholas C of E Primary aims to:

- Increase pupils' awareness, knowledge and understanding of other cultures.
- Develop pupils' skills, including how to use, draw and interpret maps.
- Make pupils aware of environmental issues at a local, regional and global level.
- Promote children's spiritual, moral, social and cultural development.
- Develop a variety of skills, including those in relation to problem solving, ICT and presenting conclusions in the most appropriate way.
- Promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- Inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives.

Implementation

Geography taught at St. Nicholas C of E Primary School, aims to ensure that all children:

- develop age-appropriate, accurate knowledge of the location, physical and human characteristics of a wide range of globally significant places.
- to use this knowledge to provide a geographical context to study and understand the actions of important geographical processes.
- understand that these processes give rise to the key physical and human geographical features of the world.
- to be able to use geographical vocabulary which is appropriate and accurate.
- collect, analyse and present a range of data, gathered through experiences of fieldwork.
- use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
- develop skills in digital mapping.
- are able to communicate geographical information in a variety of ways.
- to fulfil the requirements of the 2014 National Curriculum for Geography
- to promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment

Impact

Our Geography Curriculum is high quality, well thought out and planned to demonstrate progression. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. By the end of KS2, they will have acquired the Geography knowledge and skills to prepare them for life in the wider world.

Teaching and learning

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.

Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:

- Questioning, predicting and interpreting
- Pattern seeking
- Practical experiences
- Collaborative work
- Role-play and discussions
- Problem-solving activities

- Classifying and grouping
- Researching using secondary sources

Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos.

The classroom teacher, in collaboration with the geography coordinator, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity according to the ability of pupils.
- Setting tasks of varying difficulty depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

Opportunities for outdoor learning and practical work will be provided wherever possible.

Curriculum planning

The National Curriculum remains the basis of geography planning. We follow the Lancashire curriculum, which is based upon a thematic approach to learning, which meets the needs of St. Nicholas pupils, making use of the school's immediate and extended locality. We ensure that essential skills are taught through the monitoring of the subject as well as the long-term plan. A range of Geography resources are available to aid planning and preparation of units of work.

Foundation Stage

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

Provision for early years pupils focusses on four specific areas:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

All activities will adhere to the objectives set out in the framework.

In particular, geography-based activities will be used to develop pupils' understanding of the world, helping them to comprehend a world beyond their local community.

The National Curriculum

The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

KS1 pupil objectives

- **Locational knowledge:**
 - Name and locate the world's continents and oceans.
 - Name, locate and identify characteristics of the countries which make up the United Kingdom (UK).
- **Place knowledge**
 - Understand the geographical similarities and differences of areas of the UK and of a small area in a contrasting non-European country.
- **Human and physical geography**
 - Identify seasonal and daily weather patterns in the UK.
 - Locate hot and cold areas of the world in relation to the equator.
 - Use basic geographical vocabulary to refer to key physical features, as well as human features, including buildings, vegetation and seasons.
- **Geographical skills and fieldwork**
 - Use world maps, atlases and globes to identify the UK and any other countries studied.
 - Use simple compass directions, locational terminology and directional language to describe the location of features and routes on a map.
 - Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
 - Devise a simple map and construct basic symbols in a key.
 - Use observational skills to study the geography of the school and identify the key human and physical features of the surrounding environment.

KS2 pupil objectives

- **Locational knowledge**
 - Use maps to locate countries around the world, concentrating on Europe's and North and South America's environmental regions, major cities and key characteristics.
 - Identify counties and cities of the UK, geographical regions and their identifying characteristics, key topographical features and land-use patterns.
 - Understand the location and significance of the Tropics of Cancer and Capricorn, the Equator, the Northern and Southern Hemisphere, the Arctic and Antarctic Circle, the Greenwich Meridian and other time zones.
- **Place knowledge**
 - Identify geographical similarities and differences through the study of human and physical geography of one region in the UK, Europe and North or South America.
- **Human and physical geography**
 - Describe and understand key aspects of physical and human geography, including climate zones, biomes and vegetation belts,

rivers, mountains, volcanoes and earthquakes, the water cycle, types of settlement and land use, economic activity and the distribution of natural resources.

- **Geographical skills and fieldwork**
 - Use maps, atlases, globes and digital/computer mapping to locate countries.
 - Use the 8 points of a compass and four- and six-figure grid references and symbols to build knowledge.
 - Use a range of methods, including sketch maps, plans and graphs, and digital technologies, to record the human and physical features in the local area.

The contribution of geography to teaching in other curricular areas

English

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

Maths

- Pupils use their knowledge and understanding of measurement and data handling.
- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

Science

- Pupils use their knowledge of the natural world to identify and analyse features of physical geography.
- Pupils' investigative and practical skills are developed through the use of fieldwork and problem-solving activities.

Computing

- ICT will be used to enhance pupils' learning.
- Pupils will use ICT to locate and research information.
- ICT will be used to record findings, using text, data and tables.

Spiritual development

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination.
- Pupils are encouraged to think about the effect of humans actions on the environment.
- Current geographical developments and issues will be discussed in the classroom, where appropriate.

Inclusion

Geography is a foundation subject and as such, all children have an entitlement. Pupils with additional needs will receive support, have adaptations made to their resources as appropriate.

When children are taken out of school for some form of educational visit, whether it is a local walk, fieldwork or a visit to a site of geographical importance, every effort is made to include all children. The school will assist those in financial difficulties. In the case of Traveller pupils, who may not be allowed to go out of school, teachers try to ensure their participation through asking the parent to go on the visit with their child.

Roles and responsibilities

The geography coordinator is responsible for:

- Preparing policy documents
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of geography, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all geography resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of geography in subsequent years.

Assessment and recording

Assessment at Foundation Stage:

Assessment at this level is ongoing and uses questioning, video and photographic evidence of achievement which is linked to the early learning goals with a summative assessment at the end of the year.

Assessment for Learning – Formative Assessments

The learning objectives and success criteria are made explicit in all planning and formative assessment should take place in each lesson in the form of teacher, self and peer assessment.

Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, to oral and written feedback from teachers and Support Staff. The aim is to involve children in the analysis and constructive criticism of their own and others' work. Learners use the success criteria to make judgements on their own, and peers', learning and identify areas for development – next steps.

Summative Assessment

Pupils will be assessed at the end of each topic against the geography key skills. This is recorded on the geography assessment form. At the end of the year, pupils will be assessed and this will be recorded on OTrack.

The results of end-of-year assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where learners are at a given point in time.

Fieldwork

We believe strongly in the importance of 'hands on' practical experience and make every effort to ensure that, within the geography and wider curriculum, children have opportunities to use measuring, recording and observational skills to some purpose.

All planning should involve a risk assessment and the appropriate educational visit procedures.

Monitoring and review

This policy will be reviewed on an annual basis by the geography coordinator. The geography coordinator will monitor teaching and learning in the subject at St. Nicholas C of E Primary School ensuring that the content of the national curriculum is covered across all phases of pupils' education. Any changes made to this policy will be communicated to all teaching staff.