



St. Nicholas C of E Primary School

Geography Policy

Our vision

We prepare every pupil for their best future by ensuring they reach their full potential and attain the knowledge, skills and understanding required for success as we believe that 'With God, all things are possible'. Matthew 19:26



Date reviewed:	October 2023
Reviewed by:	S. Geary
Approved by Headteacher:	October 2023
Date of next review:	Autumn 2026

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 and the relationships between people and the 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 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.
- 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 significant places.
- use this knowledge to understand the actions of important geographical processes.
- understand that these processes give rise to the key physical and human geographical features of the world.
- are 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.
- fulfil the requirements of the 2014 National Curriculum for Geography.
- children's spiritual, moral, social and cultural development will be promoted, 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 are sequenced and will allow for a wide range of geographical, enquiry-based research activities, including the following:

- Questioning, predicting and interpreting
- Exploring similarities and differences
- 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 subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses and promote challenge.
- Setting tasks appropriate for all learners with appropriate resources to scaffold or extend learning.
- Utilising teaching assistants to ensure that pupils are effectively supported.
- Following the St. Nicholas geography chunking.

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

Curriculum planning

The National Curriculum remains the basis of geography planning and our progression model. We have a 'Connect to Curriculum' which builds an immersive and connected curriculum, leading to improved outcomes of our children. We have developed a bespoke long-term plan which is a framework to support teachers to structure learning that meets the National Curriculum. The long-term plan has been sequenced into chunks, which highlights the lesson objectives, opportunities for retrieval of previous knowledge, resources and vocabulary for each lesson.

Our curriculum 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 (learning conversations), as well as the long-term plan. A range of Geography resources are available to aid planning and preparation 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 'Development Matters'.

The framework sets out the three prime areas of learning that underpin everything in early years:

- Communication and language
- Physical development
- Personal, social and emotional development

The four specific areas help children to strengthen and apply the prime areas:

- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design

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

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.
 - **[Updated]** Name, locate and identify characteristics of the four countries and capital cities which make up the UK and its surrounding seas.
- **Place knowledge:**
 - **[Updated]** Understand the geographical similarities and differences through studying the human and physical geography of a small area 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.
 - **[Updated]** Locate 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:
 - **[Updated]** Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
 - **[Updated]** Key human features: city, town, village, factory, farm, house, office, port, harbour and shop.
- **Geographical skills and fieldwork**
 - **[Updated]** Use world maps, atlases and globes to identify the UK and its countries, as well as any other countries, continents and oceans 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.
 - **[Updated]** Use simple fieldwork and observational skills to study the geography of the school its grounds and identify the key human and physical features of the surrounding environment.

KS2 pupil objectives

- **Locational knowledge**
 - **[Updated]** Locate countries around the world, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
 - **[Updated]** Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (e.g. hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
 - Understand and identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, and the Greenwich Meridian and other time zones.
- **Place knowledge**
 - Understand and identify geographical similarities and differences through the study of human and physical geography of one region in the UK, Europe and a region in North or South America.
- **Human and physical geography**
 - Describe and understand key aspects of:
 - Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - Human geography: 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**
 - **[Updated]** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
 - **[Updated]** Use the eight points of a compass, four- and six-figure grid references, symbols, and keys (including Ordnance Survey maps) to build knowledge of the UK and wider world.
 - **[Updated]** Use fieldwork to observe, measure, record and present the human and physical features in the local area using methods including sketch maps, plans and graphs, and digital technology.

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

- Pupils will use ICT to locate and research information.
- ICT will be used to record findings, using text, data and tables.
- ICT used for digital mapping

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 human 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 subject leader 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. They can identify the next steps in their learning that can be used to support 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 they identify areas for development.

Summative Assessment

At the end of a unit of work, the children are to complete a retrieval grid to demonstrate their understanding of the unit. When geography has been the lead subject for the term (C2C), children are to produce a double-page spread of their understanding. Children's work is assessed at the end of the year as being 'beginning, at or exceeding' to summarise their achievements within the subject in their current academic year. Staff will assess through formal assessments, discussion, practical tasks, as well as any other written work produced by the children. Photographic evidence is also collected.

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, map and observational skills to some purpose.

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

Monitoring and review

This policy will be reviewed every 3 years by the geography subject leader. The geography subject leader will monitor the 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.