



Geography Policy 2021-22

This Geography Policy is to be read alongside our Curriculum Policy.

Vision

At Urmston Primary School we place children at the heart of all we do, our values of *resilience, responsibility, respect, happiness, kindness and pride*, like our motto of '*Growing Together. Empowered to Be More*', leading us in the way we teach and the way we learn. We embed these values into the fabric of our school culture and enable our children to learn in an environment that is relevant, engaging, exciting and challenging and encourages them to reflect upon their learning.

We believe that Geography should occupy a valuable and distinctive place within the school curriculum. Geographical thinking includes relating the near and far, the physical and human, people and environments and the economic and social. It is important for children to understand, appreciate and respect difference in the world and its people, celebrating things we share in common. Our curriculum introduces learners to real world examples, giving opportunities to develop their own understanding of the world around them and providing them with the context of where we are in that world, what is happening around us and how we can impact our surroundings. Geography MATTERS! EVERYTHING we do is touched by Geography and our vision is for the children to understand how Geography is woven into the many things that we do and to know why it matters, both now and as it has done in past, shaping today's society. This last point is key – Geography and History and almost inextricably linked, and our curriculum embraces this.

Aims

- To ensure coverage of all Geographical objectives set out in the Primary National Curriculum.
- To provide creative and inspiring topics that our children are engaged in and enthused about through giving learning context and meaning
- To ensure learning is fun
- To offer opportunities for learning to be child-led, giving children the licence to question the world and find out the answers
- To enable our children to understand how our values are important in today's societies and cultures and how they might differ depending on belief systems and geographical location.
- To ensure our pupils are supported, challenged and nurtured in developing their geographical knowledge, skills and understanding.
- For the children to be aware of what they are learning about and have a clear understanding of how geography links to other areas of the curriculum, especially history and using and applying maths and literacy skills.
- To ensure memorable learning experiences that stick with our children, including a range of engaging fieldwork activities to support the development of enquiry skills
- To develop questioning, enquiry and analytical skills.
- To evoke intrigue and inquisitiveness in our children.
- To provide opportunities for children to empathise with others locally, nationally and globally from different time periods.
- To ensure staff are aware of pupils' abilities and plan, assess and deliver lessons and programs appropriately with their new topics as they develop.
- To ensure a balance of knowledge and skills.
- To enthuse children about the world they live in and to put their own existence on Earth into perspective
- To develop empathy, knowledge and understanding of the lives, especially of children, in other parts of the world.

Rationale – the building of knowledge and skill

From Early Years through to Upper Key Stage 2, we have carefully planned our geography subjects, tailored to each year group.

In the Early Years Foundation Stage Geography is about people, places and the world around us. Our curriculum goal for children in the Early Years Foundation Stage is for children to develop into 'Exceptional Explorers.' Children learn about their immediate locality and learn about places around our school and grounds. They learn about familiar features such as houses, farms and shops, building in their everyday experiences. They will encounter distant places through topics and stories. The children observe and discuss the weather regularly during EYFS, becoming familiar with types of weather and how it can affect us such as needing coats when it is cold. The children also learn about the different jobs which people do in our community.

As they move into Key Stage 1, the children continue to investigate their local area, contrasting it with other areas in the United Kingdom or abroad. Children also build on their

learning of the wider world, using geographical skills, such as map work and fieldwork. Each new topic begins with a knowledge harvest where the children are able to draw upon their prior knowledge, reflecting on how the new topic correlates to the previous topics that they have covered.

In Key Stage 2, once again the children build upon their knowledge and understanding at the start of every topic. Teachers ensure their children can see how their learning links and continue to help children to build upon previous skills and knowledge. The topics covered still make links to their own area and the wider world. Children learn how people affect the environment, and how they are affected by it. Pupils continue using their geographical enquiry skills, in and outside the classroom, once again continuing their development to become independent geographers.

The use of glossaries for each topic, which the children start when they're in Year 2, help the children to build their vocabulary. It is a great way for teachers to assess how well the children have understood key concepts and language too.

The balance between knowledge and skills is made clear in our topics, with the six areas of **geographical skills** being based on year-on-year progressions developed by the Geography Lead, with input from not only the National Curriculum but also the Geographical Association and experts in the field. This ensures the children's learning and expectations are sequenced effectively and they grow year on year. The six areas are:

- **Locational Place knowledge**
- **Fieldwork**
- **Use of basic geographical vocabulary**
- **Using globes, maps & plans.**
- **Map work skills**
- **Human and physical geography: enquiry skills and communication**

Regarding knowledge, there are three degrees of outcome that we want our children to acquire in their lessons. These are split into the following areas:

Core: knowledge that ALL pupils will acquire and hold

Additional: knowledge that MOST pupils will acquire and hold

Further: knowledge that SOME children will acquire and hold (this may be teacher or child led – sometimes through homework projects)

The rationale for our teachers choosing **geographical knowledge** can often be done so through a historical lens and therefore linked to key dates, and key figures and their impact, as well our curricular themes of leadership, conflict, equality, religion, faith and belief, the arts, and of course, our school values. However, the core areas of geography below shape the geographical knowledge that our children learn:

- **key places and settlements - towns, cities, countries and continents;**
- **physical geography and landscape – rivers, mountains, climate;**
- **and as we move further up the school in particular, populations and the impact of humans – inc. environment, trade, energy, tourism, farming, etc.**

We have accounted for the recommendations of the DfE document, 'Teaching a broad and balanced curriculum for educational recovery' and this has contributed to the elements of core and additional knowledge within our curriculum. Indeed, it is the core knowledge that

we feel is essential for all the children to build upon when considering any lost learning due to the pandemic. This can be found in Appendix 2 of this policy.

A more detailed rationale for our topics can be found in our Curriculum Policy appendices and at the fore of each topic overview.

Planning, resources and teaching and learning

Teachers use the UPS 'Being More' Curriculum to inform their medium and shorter term plans and will consider the most effective ways of linking learning and giving it context and relevance for our pupils. The 'Being More' Curriculum covers a broad range of topics and historical figures in order to ensure that the children are exposed to a diverse historical curriculum, which provides a springboard to the development of geographical knowledge. Of course, alongside this, distinct geography topics are also embedded into the curriculum to focus on core geography knowledge and skills.

Each topic overview is structured through the following, and teachers use this to plan more succinctly:

- a clear topic rationale (explaining what is taught and why);
- year group skills progressions and learning statements for Geography;
- key topical and subject-based vocabulary and geography topic glossaries;
- *possible* 'enrichment' activities;
- *possible* 'critical' and 'higher order' 'questioning to develop geographical enquiry
- Urmston Primary's core values (emphasising its vision of developing active young citizens of the local, national and global community, and making use of its historical and geographical context)

The balance of knowledge and skills is key to the Geography Curriculum at Urmston Primary and how this weaves into other subjects. Topics are planned carefully to ensure that children's cultural capital is developed by the acquirement of knowledge that sticks with the children through engagement and excitement for the topics and use and application of the subject matter. Knowledge will be acquired not only to accumulate facts but to engage, excite and enhance enquiring minds and it is important to note that *the specific knowledge acquired is not always the most important thing – the thirst for knowledge is*. Resources such as topic mats and glossaries *may* offer pupils some key factual knowledge and vocabulary which will provide a stimulus and starting point to learn and want to find out more. Acknowledging the need for breadth is important here, but so is setting out some key, concise expectations for children's acquirement of knowledge and this knowledge 'sticking' with them. Topic-based homework projects support this endeavour to engage children in their knowledge acquirement and growing their brains!

Encouraging a positive mind set is a primary thread that runs through the whole of our curriculum and is supported by the EYFS Characteristics of Effective Learning and our school values. The Early Years team continuously promote their positive mantra of never giving up and have short weekly sessions highlighting the importance of perseverance, resilience and what to do in the face of challenge – this leads on to the thematic nature of the 'Being More' Curriculum, where resilience and leadership form a key part of the topics, particularly relating to both geography and history.

Our Teaching and Learning Policy makes clear the expectation that pupils of differing abilities are both supported and challenged. Teachers will use a range of age-appropriate models and activities to engage all learners and ensure progression year on year, with work set appropriate to the ability levels of the children. This is particularly the case for our SEND pupils as well as stretching those children who excel and are particularly able, gifted or talented in certain areas of the curriculum, or indeed outside it.

Recording

Pupils' learning will be recorded in a number of ways. Much of this may be by video or photographs (see Seesaw) in order to evidence learning but, more importantly, to offer opportunities for pupils to reflect on that learning. This will be alongside written work in books, on paper or card, and on display to celebrate learning. Children should engage in a mix of independent, group and pair work in order to be given the opportunity to share ideas and collaborate their work. Geography should be investigated through:

- Fieldwork
- Videos / DVD / CD-Roms etc.
- Drama, music, art, technology, creative writing and ICT.
- Oral history
- Maps, pictures, photographs, documents, artefacts, textbooks, newspapers and stories.
- Visits and workshops

Assessment and 'End Points'

The teacher's role:

Teachers will assess Geography by looking at pupils' work in each year group and gauging a sense of achievement at each 'end point'. This will be partly based on books and pupil discussion, but also through the following:

- 1) Firstly, as mentioned, the first lesson of each topic will involve a 'knowledge harvest'. Teachers provide the children with prompts and reminders of previous learning, linked primarily to our curriculum themes and school values where possible. Here, children will be encouraged to share these key themes and ideas that they have learnt prior to beginning this new topic. This will ensure that they can use their prior learning and build on it within a new context.
- 2) Secondly, pupils will complete their own topic-based glossaries, acquiring new knowledge and vocabulary as they learn. By the end of the topic, they'll have this new knowledge that they can take with them to the next topic and build upon, either later in the academic year, or in the following one.
- 3) Thirdly, teachers will conduct '**topic quizzes**' based upon the *core* and *additional* knowledge that the children have learnt. This will give teachers the chance to review and revisit knowledge and to address misconceptions – children cannot complete without getting the answer right so need to amend their answers, and therefore

their thinking. This will then be used to help gauge how well the children's learning has stuck with them.

4) Finally, in collaboration with the Geography Lead, teachers will assess specific skills and whether each child is developing, broadly achieving, or exceeding expectations in such skills. This will happen at the end of each term. We believe that assessment should inform better practice and that the purpose of assessment is to move learning on, identify areas for development and act on them. Because there are many skills to cover within the six areas of Geography, we take a measured approach which enables the Geography Lead and teachers to prioritise and pinpoint areas for improvement. At the beginning of each term, the Geography Lead will highlight one of the six particular geographical skill areas to assess, based upon Geography's priorities, following findings from their monitoring procedures. Sometimes this will change termly, sometimes, twice a year, with each of the six geography skills areas being covered at least two or three times within the course of a key stage. Because of this, the focus will always be based upon the development needs of Geography within Urmston Primary School. It also ensures a regular focus on each area so that progression in standards in Geography can be monitored and reviewed.

The Geography Lead's role: Monitoring, Evaluation and Review: the bigger picture

The Geography Lead, like all subject leaders, will use a number of monitoring procedures to gauge how pupils are performing in Geography and may use this as an indicator of areas for development in Geography across the school. With the use of knowledge and skills progressions within the curriculum, embedded into year group topics, they will be able to clearly see how pupils develop year on year and the expectations set by each year group. These end points will be assessed once a term, based upon the topics covered. It should be pointed out again that not every skill and piece of knowledge in the curriculum will be assessed at the end of each term as this is unmanageable for teachers and not purposeful. The most effective way for Subject Leaders to monitor the children's acquirement of subject knowledge is through analysis of the online quizzes and through pupil discussion, and here, the Geography Lead, like all leads, will not only get a sense of how well the knowledge has stuck with the children, but also, in more open-ended questions, gain a deeper understanding of how the children feel about the topics and geography studied and their engagement levels.

The Geography Lead will monitor their subject's success and the impact of our teaching and learning through the following monitoring strategies and these should be considered alongside this policy:

- Pupil discussions in friendship groups;
- Learning walks;
- Pupil work reviews (books and Seesaw);
- Discussions with teachers;
- Data from topic quizzes;
- Data from skills assessments.

Our Curriculum Lead oversees all Subject Leaders' practice and monitor this to ensure consistency and effectiveness.

Along with an awareness of the topics and objectives covered in each year group (as set out in the UPS 'Being More' Curriculum), using the strategies above will enable all subject leaders to have a clear idea of pupil standards at each end point, how the children are enjoying and engaging in their subject area and what areas for development might be. The Geography Lead's action plan at the start of each academic year, will include actions that are based on their knowledge of their subject and the subsequent needs of our school and our pupils. This may include additional resources for pupils of varying abilities or, indeed, highlight those pupils who may be gifted or talented, who can then be provided for, and opportunities to hone these skills further can be looked into. They will again use all of this analysis as a platform for implementing improvement and enhancing our pupils' experiences in that area of the curriculum.

Beyond the curriculum

Geography should be embedded in our wider school life and not just take place as lessons in the classroom. It is important that children have a deeper understanding of what has happens around the world and how lives differ to those that we experience ourselves in Urmston, Manchester and in the UK. To supplement our Geography curriculum, we will incorporate whole school events and awareness days/weeks - some relating to the curriculum and some not - to offer different learning experiences for our children. These will be planned for on a yearly or termly basis. Such events may include British Values Week, Diversity Week, Remembrance Day, Celebrating Black History Month, Children's Mental Health Week, Diwali, Eid al-Fitr among others, and will naturally touch on geographical elements.

Appendix 1

Topic Covered with clear Geography links highlighted:

EYFS

(Both Nursery and Reception cover the same topics each term. The UPS Being More EYFS Curriculum clearly states how they will ensure skills and knowledge progression at an appropriate age level).

UW – Understanding the World

PSED – Physical, Social and Emotional
Development

CL – Communication and Language

EAD – Expressive Art and Design

PD – Physical Development

L – Literacy

M - Mathematics

Autumn

Topic	Main subject focus	Additional cross curricular subjects
Ourselves	UW (History and Science) PSED	L, M, CL, EAD, PD
Let's Celebrate!	UW (History)	PSED, CL, L, M, PD, EAD

Spring

Topic	Main subject focus	Additional cross curricular subjects
Poles Apart/Ice Age/Dinosaurs	UW (Geography and History)	L, M, CL, PD, EAD, PSED
Amazing Animals	UW (Science)	L, M, CL, PD, EAD, PSED

Summer

Topic	Main subject focus	Additional cross curricular subjects
Into the Woods	UW (Science and Geography)	EAD, L, M, CL, PD, PSED
Let's Set Sail	UW (Science and Geography)	UW (History), EAD, L, M, CL, PD, PSED

Year Group: 1**Autumn**

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
We were young once too, you know!	History	Geography, Science, PSHE, Literacy, Art, Music, PE	
Can we build it? Tamacadam can!	Science	History, Geography, Literacy, Art, Maths	John McAdam, Charles MacIntosh

Spring

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
We are Explorers!	Geography	Science, History, Literacy	Christopher Columbus, Amelia Earhart

Summer

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
My body is amazing – and so are animals’!	Science	Art and Design, DT, Literacy, Maths	
How can I look after my garden? (Plants)	Science	Geography	

Year Group: 2

Autumn

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
The Stuarts: Choice and Responsibility for fires that happened...and those that didn't!	History	Geography, Art, Music, Literacy	Robert Catesby, Guy Fawkes, Samuel Pepys
John Boyd Dunlop and his stretchy, bendy invention! (Uses of everyday materials)	Science	History, DT, Music, Maths	John Boyd Dunlop

Spring

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Malawi to Manchester: Understanding different places, respecting different lives	Geography	Art, Music, Literacy	UNICEF
Do plants need resilience too?	Science	Geography, Art, Music	

Summer

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Two Ps and the three Rs: Rose Parks and Emmeline Pankhurst	History	Geography, DT, Music, Literacy	Rosa Parks, Emmeline Pankhurst
Happy and Larry: A world of animals and the WWF	Science	Art, Music, Geography, Maths	WWF

YEAR GROUP: 3**Autumn**

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Resilience and Respect: Who first lived in Britain?	History	Geography, Art, Literacy, Music	
Respecting Nature's Power: What makes the Earth angry sometimes?	Science, Geography	History, Literacy, Art, Music, Maths	Red Cross
Rest and be thankful: gratitude and respect in Ancient Egypt	History	Geography, Art, Literacy, Music	Ben Carter

Spring

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Eratosthenes, light and the absence of light!	Science	Art, History, Maths	Eratosthenes
William Gilbert: the world is a magnet!?	Science	DT, Maths, Music	William Gilbert

Summer

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Janaki Animal: Pioneering R and R for the environment (plants)	Science	Literacy, Maths, Art	Janaki Ammai
How does Dina Asher-Smith run so fast?	Science	Maths, PSHE, PE	Dina Asher-Smith
Trade, tourism and towers: the trials and tribulations of Blackpool	Geography	History, Art, DT, Literacy	

YEAR GROUP: 4**Autumn**

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Music: Ears, brains and da Vinci's sound waves	Science	Maths, Music, Art	Leonardo Da Vinci
Roman Life: Leadership and the 3 Rs in the Empire!	History	Geography, Literacy, PE – Dance, Maths, Art, Music	Boudicca Caesar
Water: Nature's Driving Force	Science	Geography, Art, Literacy, Music	Water Aid

Spring

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Mr Latimer...what would we do without you?	Science	Art, DT, Music	Lewis Latimer
Wangari Maathai: Planting, Peace and Park Life	Science	Geography, Maths, Art	Wangari Maathai

Summer

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
What happens to the food we eat?	Science	Literacy	
Early Law Makers: Equality and Power in the Shang Dynasty	History	Geography, Literacy, Art	Fu Hao
Manchester Pride	Geography	History, Art, Music, Literacy	Emmeline Pankhurst

YEAR GROUP: 5

Autumn

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Invited Immigrants to Raiders and Traders: Anglo-Saxons and the Vikings	History	Geography, Literacy, Art, DT, Music	Alfred The Great, King Cnut, Edward the Confessor
Newton, an apple, and a world of forces!	Science	Literacy, Maths	Isaac Newton
Stephanie Kwolek: Changing states and Kevlar	Science	Literacy, Maths, DT	Stephanie Kwolek

Spring

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Respect and Ritualism: Ancient Mayans and their beliefs	History	Geography, Literacy, Music, Art, RE	Frieda Carlo
Copernicus, Galileo and the Solar System	Science	Maths, Art, Literacy	Copernicus, Galileo

Summer

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Brazil and the Amazon: Respect, Responsibility, Rivers and Rainforests	Geography	History, Literacy, Art, Science, Music	David Attenborough, The Woodland Trust
Respecting the circle of life	Science	Art, PSHE/RSE	

YEAR GROUP: 6**Autumn**

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
I'm a Y6 Pupil – Get me out of here!	Geography	History, Literacy	
Ibn Al-Haytham: the father of optics (light)	Science	Literacy, Art, DT	Ibn Al-Haytham
Power and leadership in WW2: Impact and Consequence...the good, the bad and the unjust	History	Geography, Music, Art, DT, Literacy	Winston Churchill, Neville Chamberlain, Hitler, Mussolini, Alan Turning, 'Women Warriors of WW2,' Women code-breakers? Indian Army?
Electricity's Current War	Science	Music, Maths	Benjamin Franklin, Thomas Edison, Nicola Tesla, Michael Faraday

Spring

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Wisdom and War in Ancient Greece	History	Geography, Art, Literacy, Music	Alexander The Great, Aristotle, Agnodice
Who on Earth is MRS GREN? (Variation and Classification)	Science	Literacy, Art	Carl Linnaeus

Summer

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Marie M. Daly, the Circulatory System and Healthy Lifestyles	Science	PSHE, Maths	Marie M. Daly, Place2Be
Darwin, Evolution and Inheritance	Science	History, Music	Charles Darwin
Y6 Production	Drama	Literacy, Music	

Appendix 2: (Taken from ‘Teaching a broad and balanced curriculum for educational recovery’)

Geography

In all key stages, to make sure pupils have gained adequate knowledge of different places, teaching can explore a few well-chosen locations in some depth. Prioritising the regular use of atlases and maps can reinforce pupils’ locational knowledge and their sense of place.

Geographical fieldwork remains important throughout key stages 1 to 3. To ensure the safety of pupils and staff, this should be done in line with the Department for Education’s (DfE’s) school’s coronavirus operational guidance regarding educational visits.

At key stage 1:

- key knowledge and skills, including basic locational knowledge such as the names and locations of the world’s continents and oceans, should be the focus to address missed education and provide the basis for knowledge that will be needed later.

At key stage 2:

- curriculum adjustments should prioritise critical underpinning knowledge, such as weather and climate, geology, topography, trade links, and natural resources and their distribution.

Schools might choose to teach these concepts using an example of a region (for example, the Amazon rainforest). These aspects of geography, as well as locational knowledge, are fundamental to pupils’ understanding of the interconnectedness of geography, as seen for example through biomes, or the location and development of settlements. A secure grasp of this underpinning knowledge will ensure that they are ready to learn subsequent knowledge about human and physical processes.

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