

Pray, Learn, Achieve and Celebrate Together



Geography Policy

“On the third day, the Lord formed great oceans and dry land. He named the waters sea and the dry land earth.”

Genesis 1:9-13; Moses 2:9-13; Abraham 4:9-13

Written: April 2023

Review Date: July 2024

Geography Policy

School Mission Statement:

“Pray, learn, achieve and celebrate together.”

Curriculum Intent:

Intent

Our Geography curriculum is designed to develop children’s curiosity and fascination about the world and its people, which will remain with them for the rest of their lives.

Through our geography topics, Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. We put a focus on progression of knowledge and skills but also the key vocabulary for each topic.

We are committed to providing children with opportunities to investigate and make enquiries about their local area, as well as exploring and studying individual countries, places and natural landscapes.

Through high quality teaching, we hope:

- To enable children to know about the location of the world’s continents, countries, cities, seas and oceans.
- A knowledge of what they are like, both in the Local area, other parts of United Kingdom and the wider world.
- To inspire pupils’ curiosity to discover more about the world.
- To help children understand how the human and physical features of a place shapes its location and can change over time.
- An extensive base of geographical knowledge and vocabulary.
- A sense of curiosity about the world and the people who live here.

Implementation

At St Gabriel’s, Geography is taught, focusing on knowledge and skills stated in the National Curriculum.

When teaching each Geography topic, teachers are encouraged to use a cross-curricular approach. Where possible, Geography lessons make links to other subjects such as History, Science, Maths and Writing. Furthermore, during the school’s creative weeks artwork can often be linked to the topic.

Geography begins in the foundation stages of school by exposing children to the world around them, whether it be the school grounds, local area or using GIS (Geographical information systems), atlases and globes to investigate places. This will help the children to

begin their 'Enquiry and Investigation' skills and get them asking questions about the world and its people.

Key Stage one children begin by exploring and investigating the local area, the United Kingdom (Manchester and Liverpool City studies) and contrasting it with non-European countries. The children learn about 2 distinctly different areas (polar regions and Africa), allowing them to develop their understanding of how the world is vastly different.

In lower Key Stage Two, the children begin to look at geographical processes and countries within Europe. They then begin to explore local wider areas and look at their links to the local area e.g. Manchester and Liverpool. They also focus on natural landscapes and their formations such as Mountains, Volcanoes and Rivers.

In upper Key Stage two, children are encouraged to use the skills they have learnt to read maps, investigate different countries with independence. They begin by looking at modern European countries and linking them to a history-based topic (Germany – WW2). The children then explore the Americas, both North and South, exploring Geographical areas e.g The Amazon Rainforest and looking at how vast and differing the countries in North America are. They begin to learn about trade links and real-life issues e.g climate change and palm oil production.

Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. At St Gabriel's Primary School, the children have had many opportunities to experience geography on educational visits. The children have explored the local area including orienteering within the school grounds and conducting river studies. Local museums also provide an opportunity to further geography learning.

Impact

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Marking of written work in books.
- Images and videos of the children's practical learning.
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Subject co-ordinator has the opportunity to look at work done in books to ensure curriculum aims are being taught and there is clear progression across the key stages.
- Annual reporting of standards across the curriculum.

Geography Aims and Objectives:

Through high quality teaching, we hope:

- To enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- A knowledge of what they are like, both in the Local area, other parts of United Kingdom and the wider world.
- To inspire pupils' curiosity to discover more about the world.
- To help children understand how the human and physical features of a place shapes its location and can change over time.
- An extensive base of geographical knowledge and vocabulary.
- A sense of curiosity about the world and the people who live here.

Geography National Curriculum:

Key Stage 1 Pupil should be taught to:

Locational knowledge

- 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.

Place knowledge

- 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.

Human and Physical Geography

- 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.

Geographical skills and fieldwork

- 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 and West) and locational and directional language [for example, near and far; left and right], 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 and physical features of its surrounding environment.

Key Stage 2 Pupil should be taught to:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- 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).

Place knowledge

- 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.

Human and physical geography

- 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

Geographical skills and fieldwork

- 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.

Geography Curriculum Planning:

Geography is a key part of the National Curriculum 2014. It has been divided into key skills:

- Locational Knowledge.
- Place Knowledge.
- Human and Physical Features.
- Fieldwork.
- Mapping.
- Enquiry and Investigation.
- Using Positional and Directional Language.

We carry out the curriculum planning in Geography in phases. The long-term plan maps the Geography skills and knowledge that children study in each term during each key stage. The Geography subject leader devises this in conjunction with teaching colleagues in each year group. Our long-term Geography plan shows how teaching topics are distributed across the year groups, and how these fit together to ensure progression within the curriculum.

Our medium-term plans, which we have adapted from the skills and knowledge progression document, identify the key learning objectives and what children should be able to complete by the end of the topic. The Geography subject leader is responsible for keeping and reviewing these plans. In this way, we ensure that we cover the National Curriculum without repeating topics.

The topics studied in Geography are planned to build on prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each topic, we also plan progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Geography in Foundation Stage:

We teach Geography in reception classes as an integral part of the topic work covered during the year. AS the reception class is part of the Foundation Stage of the National Curriculum, we relate the Geography aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use atlases, globes and images of local

landmarks. Then, during the year, they gain confidence and start using these resources to find out information and to communicate in a variety of ways.

Teaching Styles in Geography:

As an objective of teaching of Geography is for children to 'Enquiry and Investigate' the world around them and the teaching style that we adopt is to be as active and practical as possible. Using a range of fieldwork adapted activities for children to engage and showcase their Geographical skills outside of the classroom such as orienteering, map reading and geography walks.

We recognise that all classes have children with a wide range of Geography abilities. This is especially true when some children have rarely been outside of the local estate. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways:

- Setting tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty.
- Grouping children by ability in the room, and setting adapted tasks.
- Using classroom assistants to support the work of individual children or groups of children.

The Wider Curriculum and Geography:

Geography contributes to teaching and learning in all curriculum areas. These include:

English:

Geography links to the teaching of English, especially when focusing on a particular topic, location or study of a country. This use of Geographical language and vocabulary can increase the vocabulary in their English work.

Maths:

Children use mathematics when collecting data, making predictions, analysing results and present findings in different ways such as tables and charts. The use of graphs, grid references and coordinates also help to develop their statistics knowledge.

Science:

Children are encouraged to ask why things happen and change over time. Thus seeking the answers scientifically.

Inclusion in Geography:

At St Gabriel's we provide a teaching environment which ensures all children are provided with the same quality learning opportunities, whatever their ability and individual needs are. We hope to enable all children to have a positive attitude towards Geography and ensure all resources are adapted for SEND children to continue to progress in this subject.

Assessment in Geography:

Teachers will assess children's work in Geography by making informal judgements during lessons. On completion of a piece of work, the teacher assess the work, and uses this assessment to plan for future learning. Verbal feedback is given to the child to help guide their progress. Older children are encouraged to make judgements about how they can improve their own work.

Teachers will record when pupils have achieved the assessment opportunities identified in the medium term plan planning. This will be done on a half termly basis. The subject leader will monitor these on a half termly basis.

This method is utilized to showcase the standard level of accomplishment in Geography for each bracket within the school.

Teachers are asked to evaluate and assess the children's learning by giving the children a 3,2,1 score. This lets the teacher, children and subject leader know whether the child has 3 – Fully understood and achieved objective, 2- Partly understood and achieved objective or 1 – Not fully understood and achieved objective.

Staff Roles and Responsibilities in Geography:

Teachers Role:

Teachers will:

- Plan and deliver the requirements of the KS1 and KS2 Geography objectives to the best of their abilities.
- Set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils.
- Encourage pupils to apply their knowledge, skills and understanding of the Geography curriculum.
- Maintain up-to-date records of both formative and summative assessment.
- Tailor lesson delivery according to pupils' respective abilities.

Subject Leaders Role:

Subject leaders will:

- Support colleagues in their teaching, by keeping informed about current developments in Geography and by providing a strategic lead and direction for this subject.
- Writes an annual summary report in which they evaluate the strengths and weaknesses of Geography and indicates areas for further improvements.
- Uses specially allocated regular management time to review evidence of the children's work, and to observe Geography lesson across the school.

SLT Role:

SLT will:

- Monitor of MTP and assessments.
- Monitor pupil voice.
- Support Geography Coordinator with planning scrutiny.

Governors Role:

Governors will:

- Take a special interest in Geography across the school.
- Ensure Geography issues remain high on the school's agenda.
- Attend in-school training where possible.
- Meet with co-ordinator / head of subject.
- Be involved in the school's attempts to inform and involve parents in their child's learning.
- Ask about resourcing of Geography and whether it is being used to improve learning.

Monitoring of Geography:

Throughout the year the Geography Coordinator will:

- Learning walks to take place as set in the monitoring calendar.
- Track the use of assessment and timetables.
- Monitor Geography Displays in school.
- Monitoring of books, pupil voice and planning with SMT.