

DRAFT

St George's C of E Primary School

Geography Policy



Policy Agreed:
Review Date:

Intent

The National Curriculum states that “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. “

At St George’ we want our children to have a respect and appreciation for the environment and world around them through Knowledge about the world we live in including places and people. We teach them to have an understanding of the relationship between human and physical processes and the formation and use of landscapes and environments. This knowledge, skills and understanding aims to create socially aware members of the community who understand the role we all must play in the future of our planet.

At St. George’s a typical geography lesson will provide the opportunity for all children as:

- Lesson objectives are taken from the EYFS Statutory Framework 2021 and the National Curriculum statutory guidelines and activities are differentiated.
- Our children have access to high quality lessons that are both challenging and enjoyable.
- We provide our children with a variety of geographical opportunities, which will enable them to make the connections needed to enjoy greater depth in learning.
- We fully develop independent learners with inquisitive minds that can use a range of skills to discuss the world.

Implementation

Planning: In KS1 we use a thematic approach to teaching geography objectives. Each theme is a vehicle for teaching geography, history, art and design and design and technology objectives with relevant and purposeful links made to English, maths, computing, music, PSHE and RE where appropriate.

Children are clear the subject area they are learning is geography.

In KS2 a thematic approach is used where purposeful and meets the needs of all subject areas, but subjects may also be covered without being linked to the theme to ensure objectives are adequately met.

Teaching: Teachers at St George’s have the flexibility to teach geography in a range of styles using a range of subjects as vehicles for the knowledge and skills to be achieved. This includes drama, reading, writing, maths, art and design, design and technology, computing, PE, music, PSHE and RE. It is made clear to the children that the subject they are learning is geography at the beginning of the lesson and throughout.

Each new theme is designed to capture the children’s interest and generate a sense of awe and wonder. Themes will often also include a trip or a memorable experience, planned for in school. These experiences may also link to our ‘11 things children will experience before they leave St George’s Primary School’ but this does not have to be the case for every experience.

Impact

At St George's we expect that by the end of Y6 our children will meet all of the NC statements of learning. Children will also have a curiosity about the world around them and be able to use geographical knowledge and skills to answer questions about geographical concepts. They should have enthusiasm for the subject and want to take this learning further at the next stage of their education.

Using the Progression of Knowledge and Skills document we can monitor progression within each year group and look at the stage that children have arrived from and where they will be moving to with their geography learning.

In order for this to happen, the geography leader takes responsibility for the monitoring of the geography curriculum and the standards achieved by the children.

This monitoring takes the form of:

1. Lesson observations and feedback;
2. Learning walks and pupil voice conversations;
3. Planning scrutiny followed by support where necessary;
4. Geography 'book looks' on a regular basis.

Teaching and Learning

Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom, and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop an understanding of other cultures, and how nations rely on each other. Geographical knowledge, understanding and skills, provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. The learning intention for each lesson is informed by the EYFS Statutory Framework 2021 and the 2014 National Curriculum. Teaching and learning in Geography is supported by a wealth of resources and comprehensive knowledge organisers that the children refer to regularly. Programmes of work are embedded with key knowledge, which itself is mapped, along with key skills, to support affective assessment and ensure progression across the school.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical skills. Assessment is supported by using a range of strategies, which include:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.

- Providing effective feedback, to engage children with their learning and to provide opportunities for self-assessment and consolidation.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work, and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

Planning and Resources

Existing, geography resources are stored centrally and are organised into themes. The library contains a good supply of history books to support children's individual research. Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each theme over a 2-year cycle. These are outlined on the geography curriculum map, which makes explicit links to the 2014 National Curriculum and the EYFS Statutory Framework 2021. Key vocabulary is also identified and shared with children via knowledge organisers. Cross curricular outcomes are also identified prior to teaching, and these are evidenced through outcomes of work, as well as being stated explicitly in planning.

EYFS

Early Years explore geographical themes and content through the Understanding the World strand of the EYFS Framework 2021. This involves guiding the children to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, and the environment. Their communication and language skills are also supported within the context of geography through quality conversations with adults and peers within a language-rich environment. They are assessed according to the Development Matters attainment targets.

KS1 and KS2

During Key Stage 1, pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs. Pupils develop knowledge about the world, the United Kingdom and their local area. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Children will develop their **locational knowledge**; they will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They will also develop a greater **understanding of place**, by comparing the 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.

In addition to developing children's locational and place knowledge, they will have the opportunity to learn about **human and physical geography**. During this study, they will 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. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,

vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

Children will develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

During Key Stage 2, pupils extend and develop their knowledge and understanding beyond the local area, to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They extend their **locational knowledge**, when they learn to locate and name European countries as well as North and South American countries, concentrating on their environmental regions, key physical and human characteristics, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

Children will build on their **understanding of place**, by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.

In Key Stage 2, **human and physical geographical knowledge** is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.)

Children will continue to develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also 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.

Equal Opportunities

At St George's Primary School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

Inclusion

All pupils are entitled to access the Geography Curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion policy. Independent tasks, and teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults, who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Opportunities for enrichment are also fully utilised to ensure a fully inclusive and engaging Geography Curriculum. This is supported through a number of links with places of geographical interest in the immediate and wider locality, which engage the children further through practical learning activities.

Role of the Subject Leader

The Subject Leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of Geography.
- To ensure progression of the key knowledge and skills identified within each unit, and that these are integral to the Programme of Study, and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, with support from SLT.
- To monitor planning and oversee the teaching of Geography.
- To lead further improvement in and development of the subject, as informed by effective subject overview.
- To ensure that the Geography Curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the Geography Curriculum takes account of the school's context, promotes children's pride in the local area, and provides access to positive role models from the local area to enhance the Geography Curriculum.
- To ensure that approaches are informed by, and in line with, current identified good practice and pedagogy.