



St Mary's Catholic Primary School

Geography Policy

*We grow and learn in the footsteps of
Jesus*

| Approved by | |
|-------------------------------------|---------------------------|
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Policy on Geography

INTENT

Geography is the study of lands, features, inhabitants, and phenomena. It means "to write and draw about the Earth". At St. Mary's our geography curriculum has been designed to fulfil the requirements of the National Curriculum, provide our children with a broad, balanced and differentiated curriculum and for the children to have a love for geography. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments. As they do this, they will gain a deeper understanding of the Earth's physical and human processes, the formation and use of landscapes and environments. We aim to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children will develop the geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Children will investigate a range of places, both in Britain and other countries, in order to help develop their knowledge and understanding of their world and the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area, beginning in the Early Years Foundation Stage developing the geographical skills through to Key Stage 2. The aim is for children to develop of real sense of who they are, their heritage and what makes our local area unique and special. We aim to develop and extend the children's ability to apply geographical knowledge, skills and understanding, ensuring that they are competent in building on these specific skills, to enable them to confidently communicate their findings and geographical understanding.

Aims:

We aim to ensure that 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)
- Can communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

IMPLEMENTATION

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught through termly topics, focusing on the knowledge and skills stated in the National Curriculum. Our geography topics have an element of a cross – curricular approach, dipping into other areas of the National Curriculum. At St. Mary's Catholic Primary School, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. We reinforce geography skills and knowledge by referencing to prior understanding taught in earlier year groups and make opportunities to revisit this knowledge where possible. This will ensure a recall of facts while going forward in the teaching sequence by linking knowledge across year groups.

The geography curriculum at St. Mary's is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the specific knowledge and skills that should be taught in each Key Stage. The skills and knowledge that are taught are then progressive from year group to year group, throughout both key stages.

Our geography teaching focuses on enabling children to think as geographers. Geography provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces. At St. Mary's School we provide a variety of opportunities for geography inside and outside the classroom. We plan educational visits linked to the topics in order to enrich the children's learning, as well as allowing them the opportunity to apply the learned knowledge and skills into the real world and experiences.

Teaching and learning style

Geography is a foundation subject in the curriculum. Its teaching focuses on enabling children to think as geographers. In each key stage, we give children the opportunity to visit sites in which they are studying. We encourage visitors to come into the school and for children to visit sites to further enrich their learning experiences and make links to skills taught in school.

We carry out curriculum planning in geography in three phases (long-term, medium-term and short-term). The long-term plan maps the geography topics studied in each term during each key stage. Medium term plans are mapped out by class teachers. They use the topic being taught as a stimulus and create a series of sessions which link to this and cover the range of skills needed in accordance to the National Curriculum. The short-term plans list the specific learning objectives and expected outcomes for each lesson.

We teach geography in the EYFS as an integral part of the topic work covered during the year. We plan geography directly around the objectives set out in the Early Learning Goals (ELGs) - Understanding the World, the World strand. Geography makes a significant contribution to developing a child's knowledge and understanding of the world.

At our school, we teach geography to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that

enable all pupils to make good progress. We strive hard to meet the needs of all pupils and we take all reasonable steps to achieve this.

In Key Stage One our pupils are taught the following geography topics:

| Year 1 | Year 2 |
|--------------------------|---------------------------------|
| Where we live and the UK | Continents, Oceans and Capitals |
| At the Farm | Africa |
| Mining | Islands |

Through the teaching and learning of these engaging and stimulating topics as a staff, we aim to deliver the statutory requirements from the Key Stage 1 National Curriculum:

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.

In Key Stage Two, our pupils cover the following topics:

| Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--------------------------------|--|
| Volcanoes & Earthquakes Countries of the World River Nile | The UK North / South America Local study – Lake District - mountains and rivers including the water cycle. | Village Settlers Rainforest | Climate Change Local Study – Sellafield |

As a staff, we planned the curriculum coverage together in the aim to deliver the statutory requirements from the Key Stage 2 National Curriculum:

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.

IMPACT

Children will demonstrate their ability in geography in a variety of different ways, showing the development of knowledge and skills from across the year groups.

Younger children, for example, may name and identify local places on a map or globe and answer simple geographical questions expressing their views on the environment and weather and develop simple field work skills. Further into the older stages of school, children use various ways to express their understanding of geography by applying their map, graph and field work skills into practical ways. They will be able to explain and express their views on geographical environments showing competent skills of a true geographer. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

Throughout a unit of work, teachers assess pupil's progress using the table in the front of the children's books to highlight and date when they feel the children have shown specific skill or understanding. This is an ongoing assessment tool for the course of the school year.

Teachers will then make a judgement at the end of the school year on whether pupils are working below age related expectations, at age related expectations and above age-related expectations. This information will be recorded on the school's MIS system, Arbor.

MONITORING AND REVIEW

The coordination and planning of the geography curriculum are the responsibility of the subject leader, who monitor, record and report on progress, attainment and achievement. The subject leader also:

- Supports colleagues in their teaching, by keeping informed about current developments in geography and by providing a strategic lead and direction for this subject.
- Provides an annual summary report to identify the strengths and weaknesses in geography and indicates areas for further improvement.
- Uses specially allocated regular management time to review evidence of the children's work, and to observe geography lessons across the school.

This policy will be reviewed at least every two years.

Signed: *S. McAdam*

Date: 5.6.2020