

St Stephen's C of E Primary School

Geography Policy

“Aspire to Greatness”

‘For we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.’ Ephesians 2 v 10

1. Curriculum Statement - Geography

Intent

At St Stephen’s Primary School, we are committed to providing all pupils with learning opportunities in geography that engage, inspire and challenge pupils to create a genuine interest in the subject and a curiosity about the world. The teaching equips the pupils with a knowledge about a range of places in the world and develops an understanding of the Earth’s physical and human processes. As pupils progress, they will be able to investigate and think critically with deeper understanding of the subject. The curriculum is designed to build on geographical skills and knowledge over time and to develop the pupil’s ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

Through high quality teaching.

The intent is for pupils to have

- an excellent knowledge of a range of places and how they are interdependent and interconnected.
- to have an extensive geographical knowledge and vocabulary.
- are able to use geographical enquiry effectively,
- can reach conclusions and explain findings
- experience fieldwork and establish excellent fieldwork skills as well as other geographical techniques
- to be able to express well balanced arguments about local and worldwide issues_

Implementation

Geography at St Stephens is taught in blocks throughout the year, so that children can achieve depth in their learning. The key knowledge and skills of each blocked topic are identified and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Existing knowledge is checked at the beginning of each topic, as part of the KWL strategy (What I know, What I would like to Know and What I have Learned). This ensures that

teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenges to all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge and skills are reviewed by the children and rigorously checked by the teacher and consolidated as necessary.

Cross curricular outcomes in geography are planned for and these are indicated on the topic planning. The Geography provision is also well resourced and specific resources are mapped to specific year groups and topics to support effective teaching and learning. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Impact

Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson question at the end of every session and are actively encouraged to identify their own target areas. Children also discuss what they have learned comparative to their starting points at the end of every topic and assess it against the key learning assessment grids. As children progress throughout the school, they develop a deeper knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Regular school trips also provide further relevant and contextual learning.

2. Teaching and Learning

The geography curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of the end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements for; Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.

As part of the introduction to each new geography topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests. A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

In each lesson, children are guided towards the learning question. The question and success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review work of children's work and are used to identify individual target areas.

Teaching and learning in geography is supported by a wealth of resources, including specific online resources. These resources support the Knowledge, geographical skills and fieldwork strand.

Lessons are planned to ensure that key knowledge is developed over time over the course of each geography block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of geography. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.

3. Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- 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, including interactive marking through red pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- 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 and skills being evidenced through the outcomes).
- Use of the 'what I know already, what I want to know and what I have learnt' (KWL) strategy throughout a unit, alongside specific and measurable learning questions for each lesson.
- Child and teacher review of both the agreed success criteria at the end each unit, to inform focused consolidation where this is necessary.

4. Planning and Resources

Geography resources are stored centrally in the school library and are organised into topic themes, which are clearly labelled. The library contains an extensive supply of geography topic books to support children's individual research. The school has a bespoke scheme of work which can be adapted in alignment with the school's knowledge and skills progression map. Planning takes place collaboratively, with parallel-class teachers. It is saved electronically for ease of access and is informed by the knowledge and skills progression maps, as well as the topic overview. This states the key vocabulary for the unit as well as how learning takes account of the school's own context (for example, its location, accessible places of geographical interest and members of the school community with specialist expertise and knowledge).

Cross curricular learning is also utilised, with specific opportunities and links planned for and stated on the topic planning.

5. Organisation

Within the academic year, children study geography in three blocks, as outlined in the overall curriculum framework overview. This allows children to enhance their geographical knowledge and develop their geographical skills throughout the duration of each block. This model also promotes the achievement of a greater depth of understanding by the end of a unit.

6. EYFS

Early years explore geographical themes in line with the EYFS framework. Children are guided to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. The key knowledge and skills in reception provide the foundation to those identified on the key learning assessment grids. Children are assessed using these grids in accordance with the Development Matters Attainment targets.

7. KS1 and KS2

During Key Stage 1 pupils investigate their local area and a contrasting area in the United Kingdom and 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.

During Key Stage 1 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 (Lytham, St Annes), and of a small area in a contrasting non-European country (children learn about Tel Aviv.)

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 directional language; 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 America countries, concentrating on their environmental regions, key physical and human characteristics, countries, 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.

They 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, (the lake district) a region of a European country , The Greek Islands and a region within North America (The Grand Canyon and Prairies) and South America (The Amazon Rainforest)

As in Key Stage 1, the specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In Key stage 2 human and physical geography 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 found on digi maps. They will also use fieldwork to observe, measure, record and present the human and physical features in the local area and further afield using a range of methods, including sketch maps, plans and graphs, and digital technologies.

8. Equal Opportunities

At St Stephens C of E 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, to ensure that tasks provide learners with an appropriate level of challenge.

9. 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, as well as teaching, are also well-adapted to ensure an appropriate level of challenge. 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.

Through the use of KWL, teaching takes account of children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging geography curriculum. This is supported through a number of visits to places of geographical interest in the immediate and wider locality which engage the children further through contextual and practical learning activities.

10. 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 and skills is evidenced in outcomes.
- To monitor planning and oversee the teaching of geography
- To lead further improvement in and development of the subject as informed by an 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 take 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; to attend regular opportunities for CPD, including subject leader Wrist Updates.
- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in geography.

11. Parents

The involvement of families and the wider community, to help support the teaching of geography, is widely encouraged. Enquiries from Parents and members of the school community with specialist expertise and knowledge in relation to supporting the geography curriculum are warmly welcomed. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching and learning of geography at St Stephens C of E Primary.

The support that Parents and carers provide in supporting their children at home with topic-based homework is also recognised and valued. When these are set, Geography homework tasks will be well communicated and have a clear purpose, often providing children with the means to consolidate or extend their classroom work.

Policy Agreed: April 2022

Policy Review Date: April 2023