

Saint Thomas More Catholic Primary School

Geography Policy

Consulted with staff	
Agreed by governor committee	Not applicable
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Signature of Chair of Governors	
Signature of Headteacher	

St Thomas More Catholic Primary School

Geography Policy

Introduction

Jesus Christ said 'Let the children come to me, do not hinder them' (Matthew 19:14). As a Catholic school it is our mission to educate pupils in such a way that no matter what their abilities or background they may reach their full potential as human beings. We thus seek to overcome any hindrance that might prevent any pupil accessing the fullness of the curriculum, opportunities and activities we offer.

Intent

"Geography grew as one of the earliest disciplines, from human experiences of exploring the world, in making sense of the location and distribution of places, in understanding the similarities and differences between places, in observing the patterns places create in the world around us, in discerning the processes, influences and effects that interrelate to produce places and patterns as they are and as they change, and in considering what actions are needed to create places that better fulfil human needs and interests."

- taken from "Geographical Work for Primary and Middle Schools"

It is as a result of these observations that the implementation of Geography into our school curriculum is of great importance.

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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical

knowledge provides the tools and approaches that explain how the Earth's features, such as mountains, rivers and coasts, are shaped, interconnected and change over time.

Skills and knowledge build from children's knowledge of their school and local environment and as the children grow through the school, the places and skills widen to include the wider world, including Europe and the Americas. Consideration has been made to the diversity of our school community and the various cultures and experiences that are part of our children's lives. Learning experiences are designed to be accessible to all members of the school community, allowing them to learn and celebrate their learning in a wide range of ways.

Opportunities to explore the local area and the communities within it, to learn about the similarities and differences between places and populations and to develop key geographical fieldwork skills develops the cultural capital of each pupil. Our geography curriculum will aim to develop global citizens, with the skills and knowledge to navigate and respect the world that God created.

Structure

Our Geography curriculum has been designed to follow the National Curriculum objectives and to meet the themes and skills within this statutory guidance. (see Appendix 1) A long term plan has been designed featuring topics which address the statutory requirements for locational knowledge, place knowledge, understanding of physical and human geography, and mapping and fieldwork skills.

Topics are planned to consider the pupils' local area and experiences that are most relevant to our school community, for example, residential visits to locations within the UK; while also expanding pupil's experiences to include the wider world. Topics include aspects related to their role in taking care of our world, communities and the importance of stewardship of God's world and where appropriate, topics can be flexible and dynamic allowing children to consider topical local and world issues or events (eg, volcanic eruptions around the world, earthquakes, COP 26, participation in the FLOW project focusing on topical environmental issues).

A long-term plan has been devised for Geography, as part of a Theme curriculum allowing for appropriate cross curricular links to be made with History, as well as other core and foundation subjects. (see Appendix 2) The intention of the long-term plan is to provide an overview of topics in order to avoid any repetition of content; ensuring progression in knowledge and subject specific skills. Alongside the long-term plan, a whole school progression of Geography skills is available to support medium term planning. (see Appendix 3). Key Stage 1 units of study have been organised in to a two-year rolling programme of topic areas. The knowledge and skills for Key Stage 1 have been organised in this way to allow for progression across the phase and to support less or more able children.

Each year group includes a unit which applies mapping skills within a knowledge context. Some year groups have units with a specific focus on mapping skills. In each phase there is a fieldwork skills unit, which links to the local area or wider UK locality. Each phase will have the opportunity to explore a contrasting locality. In Key Stage one children begin their geographical skills journey with mapping skills related to their school environment, with this being expanded out to the local area. Contrasting localities in Key Stage one have been selected to reflect the various heritages of our school community. In Key Stage two mapping skills are further developed to include localities that the children will visit, for example, Conkers, Dol-y-Moch in Snowdonia, Wales. Throughout Key Stage two key physical processes are explored and in Upper Key Stage two this knowledge builds into the study of the physical features of localities in different continents. Topics in Upper Key Stage two allow for pupil's to apply their previous geographical skills and to become develop greater awareness of topical issues such as climate change, trade and equality, the impact of human behaviour on natural resources and migration.

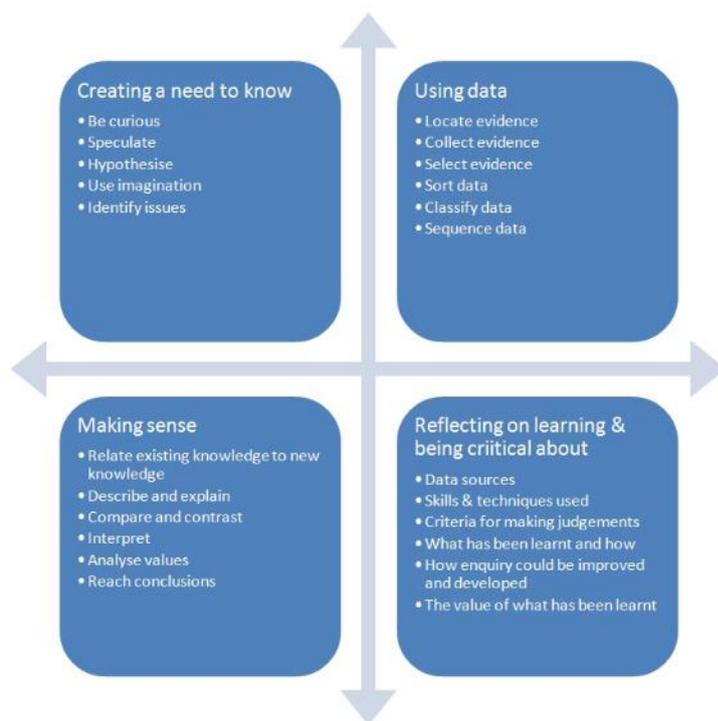
Throughout, geographical skills are developed alongside locational and place knowledge. Where appropriate skills are developed within the context of a specific locality. Knowledge of both Physical and Human geography are developed throughout, within the contexts of specific localities, including the impact of human behaviour on physical processes, settlements and climate change.

Each year group has been provided with yearly objectives overviews, which can be used to guide medium term and lesson planning. (see Appendix 4) Geography planning will sit within

a wider theme plan to allow for cross curricular links and a variety of approaches to presenting pupil's learning.

Information texts and guided reading activities support the teaching and application of reading for meaning. Texts linked to topics selected can be downloaded from the S:Drive.

Geography provision should be designed to pique curiosity, inspiring questions to be asked, and answers to be sought, through a series of enquiry-based activities. Geography should build upon the enquiry approach of the Early Years Foundation Stage, where children explore and investigate the world around them.



Geographical Association.

Geography provision should promote the use of the following practical fieldwork skills:

Key Stage One

- 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 to describe a 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.

Key Stage Two

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (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.
- 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. Much of this is delivered during educational visits to Conkers and Plas Dol-y-moch.

Field work skills should be applied within the context of locational and place knowledge.

Pedagogy

A variety of methods are to be employed in the teaching of Geography, which will afford pupils access to a range of resources and ensure that they are encouraged to develop their potential to the full.

Teachers are expected to utilise many differing techniques and approaches to ensure that the Geography Curriculum is constantly made interesting, interactive and alive.

These may include:

- Knowledge given by the teacher
- Use of the local environments for fieldwork.
- Creative activities - building models, showing routes.
- Individual and group enquiry, especially where resources are limited.
- Use of video and films.

- Visits to places of relevance to the topic, e.g. farm, Conkers, Alton Castle, Dol-y-moch, Snowdonia, Spain, beach etc.
- Use of ICT. – simulations, digital mapping using DIGIMAPS, Google Earth, and use of World Wide Web.
- Use of relevant books, pamphlets, leaflets, maps, postcards, atlases etc.
- Role play and drama to create empathy.
- Photographs and satellite images.

Fieldwork

It is always advisable to base learning on first-hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will necessitate the exploration of the world beyond the classroom.

All teachers are encouraged to organise visits that will enable pupils to extend their knowledge of the world around them e.g. the seaside and local walkways and woods.

Fieldwork skills are included during residential visits.

Guidance and support is available in the S:Drive resources folder. Where areas of further development are identified, the subject leader will provide support through research, guidance, CPD as appropriate and resources.

Adaptation

It is recognised that all children should be given opportunities to show what they know and can do. Recognising the differing abilities within a class means that a teacher must plan at a class, group and individual level. This involves:

- Using a range of teaching styles which match the experiences of all pupils within the class and begin to cater for different levels of ability.
- Matching tasks to meet pupil's needs.
- The use of IT to support learning, e.g., Clicker 7, talking tins, vocabulary support, Purple Mash.

- The use of pre-teaching to enable less able/EAL children to have additional access to vocabulary of concepts ahead of time to allow for greater understanding during class activities.

Various strategies are employed to allow pupils to achieve.

- Common tasks, which will expect different outcomes.
- Stepped tasks, with a common starting point but which aim to extend More Able & Talented pupils.
- Grouping, in which pupils work on a task designed for that group.
- Different resources, same task, which modifies the amount of information given to some pupils.
- Independent learning - finding answers from a range of resources.
- Use of Bloom's Taxonomy/ Depth of Knowledge question stems.

Children with SEND may be working at a different skills level to the expected level of the year group. Teachers should use the age-related expectations sheet for their year group to track back to previous year groups to identify the appropriate skill level for the child.

Learning should be adapted to match that specific skill, applying it within the same knowledge focus. Where a child is working below their Key Stage, teachers should use the age-related expectations for the previous Key Stage, to identify the appropriate skills levels for the child.

The same principle applies to those children who are more able and working at a higher level, tracking forward to older year groups as appropriate. Use of open-ended enquiries, individual research and higher-level thinking skills questions can also be used to provide challenge and to deepen the learning of the children further.

Expectations

Geography learning should be presented in a Theme book alongside History.

- New unit cover sheet including vocabulary and key objectives to be placed at the beginning of the unit in the children's books and referred to during the unit.

- Age related expectations sheets should be stuck inside the front cover of the pupil's book to support teacher assessment.
- Work should be clearly dated and learning intentions underlined. Presentation and handwriting should be of an equivalent standard to that of the English books.
- Skills based learning intentions with a clear context within which this skill will be taught, for example, I can describe the physical features of the Kalahari Desert using basic geographical vocabulary.
- A title should be given to each activity. This may be in the form of an enquiry question. This should be underlined with a ruler. For younger/less able children this may be printed on a label, with the aim that they will become able to write the question themselves eventually.
- Use of worksheets should be limited and only used when they will promote learning, for example, writing frames for younger/less able children etc.
- Maps and diagrams should be drawn in pencil.
- Images and data tables should be neatly trimmed and stuck into books carefully.
- When children are asked to collect data from field work, there should be a progression in how the tables are produced, with the aim that in upper Key Stage two children will be able to produce their own data tables.
- Photographs of fieldwork activities may be added to books, with children providing a written response about the activities and what they have learned.
- A range of activities should be evident, including opportunities for extended writing, research, artwork, drama, links with maths and data handling, use of IT etc. Activities should be added to Theme books as a record of the pupil's learning.
- The school marking policy should be followed. Marking should be linked to the learning intention and marking codes should be used. During each unit of work there should be some evidence of feedback marking, particularly for open ended activities. This is not expected for each piece of learning.

Where possible Geography topics may be linked to wider learning related to Eco Schools, Forest School, Science and environmental education.

Monitoring

The subject leader will monitor geography provision throughout the year using a range of strategies:

- Book trawls
- Pupil voice interviews
- Staff voice
- Learning environment review
- Working alongside the subject leader for History
- Working alongside the Quality of Education leader to identify areas of strength and areas for development

Feedback will be provided to SLT and Leader of Learning to inform them of areas to celebrate and any areas for further development.

Assessment

Teachers allow for assessment to be made during a Geography lesson using discussion, question and answer techniques and in encouraging pupils to communicate findings to others. The use of Assessment for Learning processes will be used to plan further learning opportunities, building on children's existing skills. Teachers should assess children's progress against the curriculum coverage documents and age-related expectations for their year group. These focus on the geographical enquiry skills for each year group.

Key Stage 1 and 2, teachers will record the achievement of pupils identifying those children who are working below age related expectations, at age related expectations and exceeding expectations. This will be based on teacher assessment using evidence gathered over a unit of work.

Data will be uploaded to Arbor at the end of each term, identifying whether children are working towards (WT) or working at (WA) age related expectations.

Age related expectation guidance is provided for teachers to support them in identifying relevant geographical skills and what the expectation is for each year group. This will provide formative assessment and inform future planning needs.

This will allow the Subject Leader to see progress in Geography across the school. This information will be used to assist teachers in setting targets for pupil development.

Appendix 1 – National Curriculum guidance for Key Stage One and Two

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- 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)
- communicate geographical information in a variety of ways, including through maps and writing at length.

Subject content

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. 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.

Pupils should be taught to:

Location 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
- 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 (e.g. 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

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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Location 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Appendix 2

Theme overview document: SDrive: Theme: Yearly Overview Theme 2022 2023

Appendix 3

Progression of skills document: SDrive: Geography 2022 2023: Progression documents:
Whole School Progression of Geography Skills

Appendix 4

Year group objective planning documents: SDrive: Theme: Theme objectives planning.

Select specific year group.