

St. Joseph's RCVA Primary School Geography Policy

Policy Statement

At St. Joseph's Primary School, we value Geography as an important part of the National Curriculum. The purpose of geography teaching here at St. Joseph's is to inspire children's curiosity and interest to explore the world in which we live and its people. We aim to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This will support the development of children's understanding of the Earth's human and physical forms and processes.

Geography raises and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and allows problem-solving skills to be applied both inside and outside of the classroom. Geography provides a focus within the curriculum for understanding and resolving the issues concerning the environment and sustainable development. Geography allows pupils to encounter different societies and cultures leading them to realise how nations rely one each other. Geography can encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Aims

The national curriculum for geography aims to ensure that all 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.

That they 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, numerical and quantitative skills and writing at length.

Curriculum

Early Years

Within the Early Years Foundation Stage, geography is included as part of Knowledge and Understanding of the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding.

This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Key Stage One

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:

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 Two

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 Teaching

At St. Joseph's Primary school, teachers implement a range of teaching methods in Geography to meet the needs of the children in their class. Methods that teachers adopt enable children to access a range of resources to develop their geographical knowledge and understanding.

Teachers utilise many different techniques such as:

- Knowledge provided by the teacher.
- Use of the school grounds and local area for fieldwork.
- Individual and group enquiry.
- Use of atlases, maps, photographs and videos.
- Use of ICT to aid research and for use of maps.
- Role play and drama-based activities
- Creative activities such as building models, creating maps and aerial views using different materials and showing routes.
- Visits to places to support a topic and development of skills, where possible.

An enquiry approach should be adopted whereby children are encouraged to ask geographical questions to find the answers they need or to use resources provided to investigate further and find out.

Field Work

Fieldwork is integral to a good geography curriculum to enable children to base learning on first hand experiences. Therefore, teachers are encouraged to consider the opportunities available in the local area to enhance their topic and children's skills and knowledge and enable them to explore the world around them. It is important that they can identify key elements to the area where they live. It allows them to become physically involved in finding, recording and evaluating data as well.

Mixed Classes

We use a two-year rolling programme with cycles A and B to ensure children are getting an appropriate coverage of the curriculum. See Appendix A for long-term plan.

We use the National Curriculum (DfE 2014) combined with County Durham's geographical progression skills document as the basis for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each year. We carry out curriculum planning in history in three phases (long-term, medium-term and short term). We have adapted the national scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork.

Progression

We recognise that skills and knowledge must be built upon as children move up through the school. Therefore, curriculum planning must allow children to acquire that progressively deeper understanding and competency. As children gain more knowledge and skills, the activities set will incorporate their need for more accuracy in observation, more precision in mapping and vocabulary used, more complexity in the amount and quality of information about places.

Children will also need to use more sources of information, appreciation of the range of attitudes and values relating to issues, greater depth of understanding of the ideas and concepts taught and increasing independence in learning.

Accessing the Geography Curriculum

We recognise the fact that in all classes there are children of widely different abilities in Geography and all children must be given opportunities to show their knowledge and skills. We aim to provide suitable learning opportunities for all children by matching the challenge of the activity to the needs of the child. We achieve this by:

- Setting common tasks which will expect different outcomes.
- Setting tasks with extensions and challenges.
- Providing resources to scaffold and support learning depending upon the ability of the child.
- Grouping in different ways to enable children to work on a task designed to meet their needs or a way in which children can scaffold each other's learning through peer teaching.
- Classroom assistants supporting children either individually or in groups to scaffold their knowledge and development of skills.

Links to other areas of the curriculum

English

Geography makes a significant contribution to the teaching of Literacy in our school because it actively promotes the skills of reading, writing, speaking and listening. We focus on the key vocabulary of the subject and use writing frames as appropriate. Children are provided with opportunities to write at length in Geography with the aim of showing consistency in writing across all subjects.

Maths

Our fieldwork investigations develop data handling and graphing skills. The spatial dimension of map-work is mathematical, too, through direction and locational work. Our map work develops ability to understand and use co-ordinates. It also develops understanding of compass points and provides opportunity for them to practise giving directions using a compass.

Science

There are similarities between the enquiry approach and scientific investigation. The skill of identifying similarities and differences is also mirrored. Children gain an understanding of different topics that have an underlying scientific concept and therefore need to use their scientific understanding to allow them to develop their knowledge.

ICT

Pupils will be provided with opportunities to develop and apply their IT capability to support their learning in geography. Information technology enhances our teaching of geography, wherever appropriate, in each key stage. Each teacher ensures it is used as a teaching tool where appropriate and provides opportunities for children to also use it.

Assessment and Recording

The approach to assessment, record keeping and reporting of this subject area follows the whole school policy guidelines. All pupils' work is regularly marked and assessed against the key skills. Pupils are encouraged to improve their own learning performance through the school marking policy. Reports to parents are completed annually.

We assess children's work in Geography by making informal judgements as we observe them during each Geography lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a topic, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the skills needed for the year group. We use this as a basis for assessing the progress of the child at the end of the year. At the end of the year, a full topic assessment is filled out per class with the codes – WTS, EXS and GDS.

Monitoring and Reviewing

Geography will be monitored by the Geography Co-ordinator who will also collect samples of evidence of the work being produced in each classroom. Geography books and planning will be monitored to ensure the subject is being taught effectively and that the children are making good progress.

R. McGough - September 2020

Appendix A

	Us	Around the UK/ Europe	Global/ World
	Autumn	Spring	Summer
Years 1 & 2 Cycle A	<p>Local Field Work: Coundon and Leeholme</p> <p>O.S Maps</p> <p>What is my place like?</p> <p>My Geography</p> <p>Home and School</p> <p>Focus: Fieldwork and observational skills. Basic maps.</p>	<p>What is our country like?</p> <p>Me and my UK.</p> <p>UK countries, capitals and seas.</p> <p>Focus: map skills, photograph use, basic atlas introduction</p>	<p>Holidays – where shall we go?</p> <p>Place comparisons – geographical features.</p> <p>Focus: contrast area of UK and area of non-European country, e.g. UK Coast and Kenyan safari.</p>
Years 1 & 2 Cycle B	<p>What can I find?</p> <p>Me and my corner of the world.</p> <p>Local area.</p> <p>Focus: Fieldwork and observational skills, basic maps, use and labelling of photographs, geographical language.</p>	<p>Wherever next?</p> <p>Location and journeys</p> <p>Focus: hot and cold places, continent, oceans, North/South/East/West.</p> <p>Key vocabulary.</p>	<p>Why is my world wonderful?</p> <p>Simple world Maps and features.</p> <p>Focus: continent, oceans, mountains, rivers.</p>
Years 3 & 4 Cycle A	<p>Local Field Work: Bishop Auckland</p> <p>O.S Maps</p>	<p>Why do we have cities?</p> <p>UK towns, cities and countries.</p> <p>Focus: countries, counties, land use, settlement, contrasting cities.</p>	<p>Where could we go? Fantastic Journeys.</p> <p>Focus: key countries and features of the world. Regions, tropics, hemispheres, tropics, time zones Longitude/Latitude.</p>
Years 3 & 4 Cycle B	<p>UK Discovery – is the UK the same everywhere?</p> <p>Focus: Physical geography - hills, coasts, rivers.</p>	<p>What can we discover about Europe?</p> <p>Places, features and people.</p> <p>Focus: land use, key human and physical features, and locations.</p>	<p>What shapes my world?</p> <p>Processes and key features shaping places and human experiences</p> <p>Focus: weather, water, tectonics, biomes and climate zones</p>
Years 4 & 5 Cycle A	<p>Local Field Work: Durham Study/ Newcastle/ Middlesbrough Tradelinks</p>	<p>Why does Italy shake and roar?</p> <p>Bay of Naples.</p> <p>Focus: region in Europe, physical and human characteristics, tectonics.</p>	<p>Where has my food come from?</p> <p>Origins of key foods.</p> <p>Focus: trade links, natural resources, fieldwork, thematic maps, industry, farming, employment. Possible link to local</p>

		Compare to North East England.	fieldwork to conduct survey/ questionnaire and impact evaluation.
Years 4 & 5 Cycle B	We've got it all! Why is the North East special? Regional focus with lead on rivers and economic activity. Focus: Fieldwork, water cycle, rivers- their formation and impact.	Local fieldwork – school discretionary study. Suggested focus: coasts. What happens when the land meets the sea? Looking at European Coast Lines.	What shapes my world? Processes and key features shaping places and human experiences Focus: weather, water, tectonics, biomes and climate zones
Years 5 & 6 Cycle A	Where could we go? Fantastic Journeys. Focus: key countries and features of the world. Regions, tropics, hemispheres, tropics, time zones Longitude/Latitude. – Revisit and Summary		Destination Sao Paulo! What do places have in common? Comparing a region in South America with a region in the UK. Focus: Human and physical features, village/cities/lifestyle. Comparative writing focus.
Years 5 & 6 Cycle B	<u>Map Work: Hemispheres/ Tropics/ Arctic Circle/ Lines of Lattitude</u>		Fantastic Forests – Why are they so important? Vegetation, biomes, forest types. Focus: world maps of different types, biomes and different types of forests, rainforests with case study of South America. Local fieldwork opportunity in local woodlands, data collection and presentation tasks.