

Geography Policy Statement

INTRODUCTION

Geography is a subject within the National Curriculum 2014. This policy is a statement of the aims, principles and strategies for the teaching and learning of Geography at St.Gregory's Catholic Primary School.

It was developed through a process of consultation with the subject co-ordinator and staff and is reviewed on an annual basis.

It is the role of the Headteacher and Geography Subject Leader to ensure that the policy is successfully implemented.

THE NATURE OF GEOGRAPHY

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, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

ENTITLEMENT

It is our intention to ensure that every child develops Geography capability through provision of the equivalent of 2 hours per week for 3 half terms for each child in Key Stage 1 and 2. The time allocation may vary due to individual teacher's planning to include life skills and outdoor learning.

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
- 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.

The fundamental skills, knowledge and concepts of the subject are set out in the Programmes of Study in the following areas :

KEY STAGE 1

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 digimaps to plan perspectives and recognise landmarks, 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. Fieldwork studies should be at least one per term minimum in both key stages.

KEY STAGE 2

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.

AIMS

We are committed to providing all children with learning opportunities to explore and engage in Geography, to appreciate, be **curious** and understand the world we live in and how it has evolved. We aim to encourage children to learn through experience, particularly through fieldwork and practical activities.

Geography explores the relationship between the Earth and its people through the study of place, space and environment. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw

and interpret maps, and develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise our **responsibility** and the importance of sustainable development for the future.

A high-quality geography education should inspire in pupils a **curiosity** and fascination about the world and its people. The Geography curriculum will also help children gain a greater understanding of the ways of life and cultures of people in other places. This will help to enable children to take **responsibility** for their role in society and to develop a **reflective** and caring attitude towards other humans, animals and plants in our environment.

Our Curriculum:

We have developed a bespoke curriculum at St. Gregory's Catholic Primary. We have adapted the Lancashire Geography scheme specifically for our context at St Gregory's. The curriculum is comprehensive and ensures that knowledge and understanding is built cumulatively throughout the primary phase.

Teachers deliver lessons that build on and extend prior learning whilst making purposeful cross-curricular links. Our aim is for our children to gain knowledge of Chorley and the surrounding areas and how they have changed and developed over time; our teachers are provided with access to high-quality resources and materials that support their teaching.

We use **Digimap for Schools** alongside paper atlases and globes, to ensure pupils have access to aerial photography and high-quality mapping from Ordnance Survey to support their learning.

We also use **Oddizzi** at St Gregory's. It provides online content written by teachers, travel-writers and geography specialists. It is fully aligned with the National Curriculum requirements for geography. It is an online geography encyclopedia: 2,000 pages of information, images and 400+ short films. Our children have access to: 20 interactive quizzes, linked to key curriculum topics: 4,500 geography questions, with class leaderboard. A class linking service, ClassPals: connection with the Oddizzi community of schools via virtual postcards and an interactive map with 1,000 clickable, information-rich pins.

IMPLEMENTATION

The Geography curriculum encourages our children to lead their own learning through enquiry.

Practical guidelines for implementation of the policy are provided in the Geography Overview from the National Curriculum. This is supported by Lancashire planning documents. However, if a teacher wishes to adapt the topic; implementing activities that relate more to their curriculum, this is acceptable. They must, however, still deliver the skills through the topic they choose.

SPECIAL EDUCATIONAL NEEDS

All pupils, including those with SENs, are entitled to participate in Geography activities as prescribed by the National Curriculum. Certain provision may need to be made in terms of :-

- extended time to develop knowledge and understanding
- differentiated activities
- teacher/TA support
- adapted recording systems
- further aids or adapted equipment to allow access to practical activities.

HEALTH AND SAFETY

All out of school activities will comply with the guidelines in the school Health and Safety policy. When engaged in fieldwork children are expected to behave in a considerate, responsible manner showing respect for other people and the environment. A risk assessment form will be completed by staff prior to any field trips. This will identify any risks and procedures will be put into place to minimise these.

FOREST SCHOOL OPPORTUNITIES

Forest School opportunities are utilised at St. Gregory's and via collaboration with St. Joseph's in Wrightington to support our work in Geography. We plan activities carefully to ensure development of appropriate skills and involvement in fieldwork activities. Such provision allows more focused, small group activities with the extension of skills and experiences.

RESOURCES

A variety of regularly used resources will be stored within the Geography storeroom.

They include :

- Digimap handbook (computer based programme accessible on any computer)
- maps
- compass
- globes

The library loan service also provides books to support topics. Oddizzi (online app) is also available for teachers and pupils.

Resources are audited on a termly basis.

School subscribes to Digimap and The Geographical Association, they provide online webinars for training. We also have a close relationship with our Lancashire Consultant who provides resources on request.

ASSESSMENT AND RECORDING

Geography is assessed in the same way as other curriculum subjects (History, Music, Art, DT, Computing). Learning Objectives (WALTs) are given to children at the start of each lesson and highlighted **Green**: For pupils who have met the objective, **Yellow**: For pupils who needed some support, **Orange**: For pupils who did not meet the objective. This assessment is shared with parents at Parents' Evening.

This data is then transferred onto a class tracking sheet which is handed to the Geography subject leader. This is then transferred to a whole school tracking sheet and the Geography lead tracks the progress of pupils and classes.

Pupils who are identified as Greater Depth or Gifted and Talented are then catered for in lessons and given opportunities to perform outside of lesson (e.g. forest school). Pupils who are working below the expected standard for their year group are supported in their learning.

At the end of the year, teachers are asked to use all the data from the year to make a final, end of year statement about each pupil. This is then shared with parents on their written report.

Monitoring of the standards in Geography is the responsibility of the subject leader and the Creative Curriculum Team. Planning, book scrutiny, pupil voice and lessons will be monitored as part of the Whole School M/E policy on a rolling programme. The subject leader produces an Action Plan at the start of each year and an annual Subject Report for the SLT and Governors in the Summer term.

THE ROLE OF THE SUBJECT LEADER

The subject leader for Geography is **Cheryl Beesley**.

It is the role of the subject leader to :-

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Geography throughout the school.
- support colleagues in their development of detailed work plans and implementation of the scheme of work.
- monitor progress in Geography
- take responsibility for the purchase and organisation of central resources for Geography.
- keep up-to-date with developments in Geography education and disseminate relevant information to staff.
- produce a report to Governors at the end of each school year.

BACKGROUND DOCUMENTATION

This policy was informed by reference to National Curriculum documentation 2014.

REVIEW

This policy will be reviewed by the Headteacher and all the staff on an annual basis and amendments presented to the Governing Body.

Date of last review : May 2021