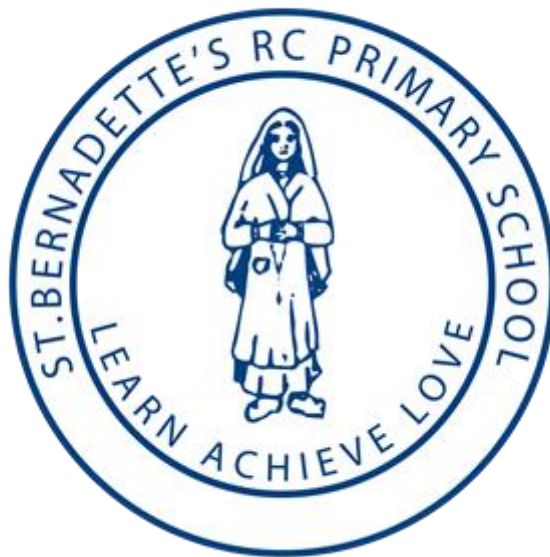


# St. Bernadette's RC Primary School



## Geography Policy

*Together we Learn. Together we Achieve. Together  
we grow in God's Love.*

Written: (May 2023)

Next Review: (May 2025)

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## **1. Subject Statement**

### **Intent**

Our children begin learning about Geography in early years and the content is carefully designed to be engaging, accessible and inclusive. Each key stage builds on previous skills and knowledge to ensure progress, as children journey through the school. We make connections through a topic based, cross-curricular approach and look for opportunities to take learning outside, allowing children to travel the world from their own classroom and get practical real-life experiences. Children are made aware of Geography as a discrete subject to help them understand what it is and the skills they are learning. We deepen knowledge by linking and revisiting areas of learning across topics, so that children will remember more, know more, and understand more.

### **Implementation**

Geography is planned and taught through a topic-based approach, at times interwoven with History or linked to other subjects such as science and English, to allow children to learn about a geography concept or knowledge in context and as part of an engaging curriculum. Topics are planned and taught across a 2-year cycle, considering a balanced exposure to a breadth of concepts, knowledge and skills across each year, and building on these in the following year to provide opportunities to deepen their understanding, following a sticky knowledge model.

The progression of skills and knowledge is carefully planned in line with the national curriculum and each key stage builds on prior learning, with the aim to allow children to develop their long-term memory, helping them to make connections with new knowledge.

All teachers are involved in developing and refining our progression of skills document and curriculum map, with a focus on creating engaging lessons for our children. Topics have been refreshed and updated to ensure they are current and relevant, with a flexible approach to current events and breaking news. Each topic is launched with age-appropriate activities and discussion. Topics are planned with a big question to create an enquiry focus and children participate by answering/asking 'what do they already know?' and 'what do they want to find out?' This provides opportunity for child-led learning. The questions are referred back to throughout the topic and allow assessment for learning and identify progress made.

Each topic provides an enrichment experience or an opportunity to explore the world around us, using fieldwork or an educational visit. We want children to enjoy learning about geography by gaining knowledge and skills, not just through experiences in the classroom, but also with first hand experiences. Children make connections by using their senses, which supports their geography knowledge and develops subject specific language and understanding of the world.

In EYFS, Key Stages 1 and 2 children should study three key concepts, which underpin learning in each milestone. These are:

- Investigate places
- Investigate patterns

- Communicate geographically

Our children's journey as geographers begins in EYFS where they begin to think about people and places around them, they learn about water and land, explore hot and cold places and begin to use simple maps. As our children progress through KS1 and KS2 they build upon these concepts, knowledge and skills and ask meaningful questions, develop vocabulary and understanding of geographical terms, develop their mapping and fieldwork skills, locational knowledge, place knowledge and investigate patterns and relationships between physical features and human activity. The progression of knowledge and skills from EYFS to Year 6 is mapped out in our curriculum milestones document.

### **Impact**

- Children gain knowledge and understanding of places in the world; Children are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.
- Children will achieve age related expectations in Geography at the end of their cohort year.
- Children will have a deeper understanding the world around them and continue to make connections; ultimately be equipped to be positive citizens.
- To achieve our school vision; Learn, Achieve, Grow

## **2. Teaching and Learning**

What will typically be seen in classrooms:

- A variety of teaching and learning styles, with a combination of whole class teaching, role-play, debates, enrichment experiences and enquiry-based activities.
- Tasks are differentiated to suit the needs of the child; by outcome, varied challenge of task or resource, and by support.
- Children are encouraged to ask and answer questions to deepen understanding, make links and increase sticky knowledge.
- Development of skills, such as building on map skills with 4, 6 and 8-figure grid-references and compass points
- Opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, ICT in geography lessons where this serves to enhance their learning.
- Meaningful and purposeful cross curricular approach – either planned or fortuitous, such as links to texts in a geographical setting, bar/ tally charts, writing recounts of a field trip / walk, newspaper, non-chronological reports, poetry, wordscapes (sketch of a landscape with adjectives), river dances, bee bot coordinates, maps in the library to locate book settings, outdoor / environment days, outside speakers from different areas, participation in school council or assemblies discussing major current events in the news.

## **3. Assessment**

Assessment is being developed to align with other subjects and children will be assessed continually throughout the year with a formative assessment approach. Our assessment approach is a "check in" and "check out " at the beginning and towards the end of topics, to reflect on the learning and identify progress. This will enable

teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Assessment will take various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against learning objectives
- Observing practical tasks and activities
- Specific individual tasks for some children.
- Pupils' self-evaluation of their work

#### **4. Planning and Resources**

Planning is a process in which all teachers are involved. Planning should be done with parallel teachers and each topic has an associated text and enrichment experience or field trip, where possible. All teachers should keep a copy of their planning on the Server. Mid-term plans are presented in curriculum documents and Long-term as a road map, both should be uploaded to the school website any time there is an amendment.

Specific geography resources are stored within each key phase and are organised into topic themes, which are clearly labelled. The library contains a good supply of Atlases and topic books to support teachers and children's individual research. Globes, compasses, maps, recording, measuring and investigation equipment is stored in the Science cupboard. Each classroom should display a map, at least during Geography topics. Class teachers are encouraged to have a topic table where books and other representations or relevant resources are displayed and easily accessible for children.

Big books should be introduced, alongside SeeSaw to provide a more effective method of recording and evidencing children's learning. Individual and specific teaching points should be recorded in subject books; differentiated for each key stage.

#### **Fieldwork**

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry, be it in school, on our playground, in the local area, or further afield. In EYFS and at Key Stage 1 all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children do a study of the local area. There are also opportunities to visit Springwater Park in conjunction with a science topic. School trips may be planned in support of topics. These will have a geographical focus and will be planned for by the class teacher. Risk assessments, photographs and planning will be collated as evidence.

#### **5. Organisation**

Geography is taught by the class teacher in half-termly units (2-year cycle), linked where possible, to our science "themes" to provide a creative scheme of work, which

reflects a balanced programme of study. This is illustrated in our Geography Curriculum Roadmap and is followed by all class teachers. A summary of the learning focus at each phase is described below. However, more detailed progression documents have been devised and are used by class teachers to plan units of work. These are St Bernadette's R.C. Primary School Geography Curriculum Document and The Geography milestones Skills Progression Document.

## **6. EYFS**

During EYFS, focus will be put on the seven early learning goals (ELGs), with the geographical aspect of pupils' work relating to the objectives set out within the framework. The ELGs cover:

1. Communication and language: listening, attention and understanding; and speaking.
2. Personal, social and emotional development: self-regulation, managing self, and building relationships.
3. Physical development: gross motor skills and fine motor skills.
4. Literacy: comprehension, word reading, and writing.
5. Mathematics: number and numerical patterns.
6. Understanding the world: past and present; people, culture and communities; and the natural world.
7. Expressive arts and design: creating with materials; and being imaginative and expressive.

## **7. Key Stage One:** During Years 1 and 2, pupils will be taught:

### **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 which make up the UK and its surrounding seas.

### **Place knowledge**

- Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.

### **Human and physical geography**

- Identify seasonal and daily weather patterns in the UK.
- Locate 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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
  - Key human features: city, town, village, factory, farm, house, office, port, harbour and shop.

### **Geographical skills and fieldwork**

- Use world maps, atlases and globes to identify the UK and its countries, as well as any other countries, continents and oceans studied.

- Use simple compass directions (i.e. North, South, East and West), and locational and directional language, to describe the location of features and routes on a map.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of the school its grounds and identify the key human and physical features of the surrounding environment.

**Key Stage Two:** During Years 3 to 6, pupils will be taught:

### **Locational knowledge**

- Locate countries around the world, using maps to focus on Europe 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 UK, geographical regions and their identifying human and physical characteristics, key topographical features (e.g. 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, the Equator, the Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, and the Greenwich Meridian and other time zones.

### **Place knowledge**

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in another European country, and a region in North or South America.

### **Human and physical geography**

- Describe and understand key aspects of:
  - Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - Human geography: 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 or computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four- and six-figure grid references, symbols, and keys (including Ordnance Survey maps) to build knowledge of the UK and wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using methods including sketch maps, plans and graphs, and digital technology.

## **8. Equal Opportunities (e.g. Gender, race)**

At St Bernadette's we are committed to providing all children with an equal entitlement to scientific activities and opportunities regardless of race, gender,



culture, or class. Mutual respect and tolerance for all cultures will be promoted through the study of Geography.

## **9. Inclusion (e.g. EAL/SEN/PPG/Provision for HA)**

In school we aim to meet the needs of all our children by differentiation in our science planning and in providing a variety of approaches and tasks appropriate to ability levels. This involves providing opportunities for SEND children to, with support, develop speech and language skills, as well as scientific skills and knowledge. This will enable children with learning and/or physical difficulties to take an active part in field work, enrichment and practical activities and investigations and to achieve the goals they have been set. Some children will require more adult support to allow them to progress whilst more able children will be extended through differentiated activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding. Teachers will use the school's inclusion policy to ensure that a range of strategies are used which include and motivate all learners, ensuring that optimum progress is made throughout each part of the lesson.

## **10. Role of the Subject Leader**

- Support colleagues in teaching the subject content and developing the detail within each unit.
- Renew, update and complement resources needed to deliver the curriculum.
- Audit the standard and quality of current practice, via book scrutiny, observations, pupil voice and staff surveys.
- Develop assessment and record keeping ensuring progression and continuity.
- Keep abreast of developments in Geography education and media usage.
- Provide a strategic lead and direction for the subject in the school.
- Liaise with other subject leaders from other schools.
- Evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.
- Support colleagues with training and organising Geography related school events, such as a field work or mapping skills day.

## **11. Parents**

Parental involvement is highly valued; we endeavour to share our diversity through inviting in speakers and parent or family helpers are welcomed into school to share their own expertise with the children. Children may receive Geography homework based on their current topic which encourages involvement and support from families.