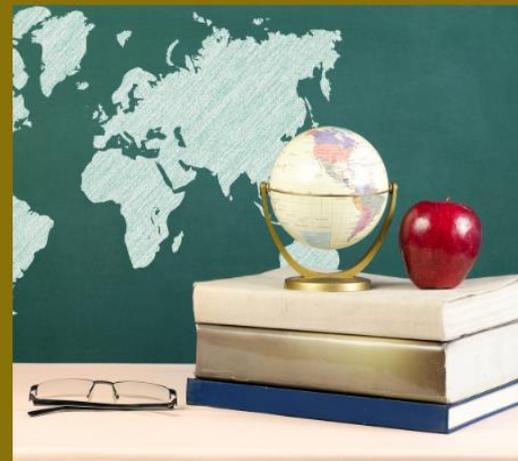


# Geography Policy





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January 2022

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# 1. Statement of Intent

## Geography Curriculum:

At St. Peter's, we believe that Geography prepares children to participate in the rapidly changing world. Our Geography curriculum should develop children's enthusiasm and enjoyment of geographical learning and understanding.

St. Peter's lies within a community which is steeped in significant global and historical importance. We provide children with opportunities to investigate and make enquiries about our local area, its links with other places at regional, national and global levels and make comparisons. We aim for our children to develop a sense of their heritage and what makes our local area significant.

At St. Peter's, through the study of Geography children combine practical skills with an understanding of human, physical and environmental issues, change and processes. This allows children to investigate and analyse the geography of places and how they develop and change.

We intend on delivering a curriculum which promotes practical and engaging, high-quality Geography, aiming to provide children with the foundations and knowledge for understanding the world. We aim to promote geographical enquiry and engagement with the local environment to ensure that children learn through varied and first-hand experiences of the world around them.

Our curriculum offers fieldwork (such as studying a contrasting locality) so that children develop an understanding of the impact of human development on the natural and physical world around them, and aims to capture children's natural curiosity about the world and what they observe. It promotes respect for the environment, living things and processes and their own and other's health and safety.

Our curriculum is intent on developing children's geographical skills through practical and engaging lessons, with identified key knowledge, technical vocabulary and skills that build on previous learning. It recognises that geography impacts our daily lives, always has and always will. We help children make rich connections through Year Group themes to develop a deeper thinking about the applications of geographical knowledge and conceptual understanding and make links between different experiences.

The geography curriculum at St. Peter's provides equal opportunities for children to apply their geographical knowledge to other subjects (cross-curricular links). It is in line with the expectations in the National Curriculum 2014.

## ● 2. Legal Framework

**2.1** This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'Geography Key Stages 1 and 2'
- DfE (2017) 'Statutory framework for the Early Years Foundation Stage'
- Equality Act 2010

**2.2** This policy operates in conjunction with the following school policies:

- Equal Opportunities Policy

- Primary Assessment Policy
- SEND Policy

### 3. Roles and Responsibilities

#### 3.1 The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for Geography.
- Reviewing changes to the National Curriculum and advising teachers on the implementation of these.
- Monitoring the learning and teaching of Geography, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in Geography.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Liaising with the [SENCO](#) about support for pupils with SEND.
- Communicating developments in the teaching of Geography to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in Geography.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of Geography to other curriculum areas, including cross-curricular links and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of Geography in subsequent years.

#### 3.2 The [classroom teacher](#) is responsible for:

- Acting in accordance with this policy.
- Ensuring the progression of pupils' Geographical skills, with due regard to the National Curriculum.
- Planning lessons effectively, using the school's chosen scheme of work and ensuring a range of teaching methods are used to cover the content of the National Curriculum.
- Sharing and displaying pupils' work in a way that enhances the learning environment and promotes a variety of geographical learning.
- Liaising with the [subject leader](#) about key topics, resources and support for individual pupils.
- Monitoring the progress of the pupils in their class and reporting this to parents on an annual basis.

- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.
- Undertaking any training that is necessary to effectively teach Geography.
- Evaluating schemes of work and maintaining the resources required to deliver lessons.

### 3.3 The [SENCO](#) is responsible for:

- Liaising with the [subject leader](#) to implement and develop specialist Geography-based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of Geography in pupils' learning support plans (LSPs)
- Advising staff on the use of TAs to meet pupils' needs.

## ● 4. Curriculum Objectives

### 4.1 The Geography Curriculum will allow pupils to:

- Develop their 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.
- Deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Explain how the Earth's features at different scales are shaped, interconnected and change over time.
- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – 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 change over time.
- Become 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.

## ● **5. Subject Content**

### **5.1** Foundation Stage:

All pupils in the EYFS are taught Geography as an integral part of the play-based learning covered during the academic year.

All Geography objectives within the EYFS are underpinned by the following three prime areas outlined in the 'Statutory framework for the Early Years Foundation Stage':

- Communication and language
- Physical development
- Personal, social and emotional development

There are four specific areas through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Geography curriculum in EYFS focuses on the specific areas of Understanding the World and Being Imaginative.

Pupils will be taught to:

- Make maps.
- Investigate the local environment, in school and beyond.
- Represent their own feelings about where they live, their school and the local area, and other places they have heard about, through art, music, dance, role play, storytelling and D&T.

### **5.2** EYFS End Point:

By the end of Foundation 2, pupils will know about similarities and differences in relation to places, objects, materials and living things. They can talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Children can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. This will prepare children to readily access the KS1 curriculum.

### **5.3** Key Stage 1:

Key Stage 1 pupils will:

- Be taught knowledge, understanding and skills needed to engage in an interactive process of enquiry.
- They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community and the wider world].

#### **5.4** KS1 End Point:

Pupils should have developed 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.

#### **5.5** Key Stage 2:

Key Stage 2 pupils will:

- Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an interactive process of geographical enquiry.
- Work in a range of relevant contexts, for example, the home, school, regional, national and the wider world.

#### **5.6** KS2 End Point:

Pupils should have extended 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 have developed their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

## **6. Equal opportunities**

- 6.1** We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties. Our [Equal Opportunities Policy](#) ensures all pupils are able to achieve their potential in all areas of the curriculum.
- 6.2** In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted, and the delivery of the Geography curriculum is differentiated for these pupils, in line with the school's [SEND Policy](#).
- 6.3** The planning and organising of teaching strategies for Geography will be reviewed on a [termly](#) basis by the [subject leader](#) to ensure that no pupil is at a disadvantage.
- 6.4** The school aims to maximise the use and benefits of Geography as one of many resources to enable all pupils to achieve their full potential.

## ● 7. Cross Curricular Opportunities

### 7.1 English:

Geography enhances English through spoken language by:

- Participating in discussion, taking turns and listening to what others say.
- Asking relevant questions to extend their knowledge and understanding.
- Listening and responding appropriately to adults.
- Providing opportunities for pupils to give verbal descriptions and explanations.
- Providing opportunities for pupils to consider and evaluate different opinions.
- Using discussions as a way to explore ideas and viewpoints.

Geography enhances English through writing by:

- Providing opportunities for pupils to write for real purposes and audiences.
- Developing descriptive writing based on first-hand experience. For example, using their sense when analysing the local environment.
- Writing instructions on how to get from A to B.
- Providing opportunities for pupils to write a simple account about what a place is like.
- Using explanation text features to explain a geographical process, e.g. the water cycle, volcanoes and earthquakes or the journey of a river.
- Using persuasive writing to promote and advertise a place.

Geography enhances English through reading by:

- Providing opportunities to read about and research places, both imaginary and real, and geographical processes, such as rivers, coasts, volcanoes, rainforests, deserts, etc.
- Enabling readers to understand what places are like and how the local environment affects them.

### 7.2 Mathematics:

Geography enhances Mathematics by giving pupils opportunities to:

- Use directional language: describe position, direction and movement.
- Use appropriate standard and non-standard measures in map making, map reading and when investigating the local environment.
- Use a ruler to measure to the nearest cm, half cm or mm.
- Develop the use of scale.
- Recognise and name common 2-D and 3-D shapes when drawing plans.
- Draw 2-D shapes when making maps.
- Carry out a simple survey to find out which are the favourite local landmarks, facilities, places, etc., and use this data to construct and interpret the information in e.g. pictograms and bar graphs.
- Interpret data to inform geographical enquiries, including population growth, temperature, rainfall, distances, bus and train timetables, distances, etc.
- Learn about time zones.

### 7.3 Computing:

Geography enhances Computing by giving pupils opportunities to:

- Use digital text and graphics within their enquiries.

- Take and use photographs to help explain their local environment.
- Use computer-aided design to produce maps.
- Use technology for research and to publish guides and information texts.

## **7.4 Science:**

Geography enhances Science by giving pupils opportunities to:

When learning about materials:

- Talk about everyday materials; investigate where natural resources are found.
- Compare and group together everyday materials on the basis of their properties.

When learning about plants:

- Know that plants have leaves, stems, roots, flowers and fruits; understand the importance of growing plants and how seasons affect growth. (seasonality of food)
- Know that different plants prefer, and have adapted to, particular environments, habitats and climatic zones.

When learning about animals, including humans:

- Learn that humans get nutrition from what they eat; understand that what humans eat can depend on where they live.
- Understand that basic human needs are shelter, health, water, food and community.

When learning about electronics:

- Use knowledge and understanding of where electricity comes from, how it is generated and the effects this has on the environment, including wind farms, solar power and fossil fuel stations.

When working scientifically:

- Ask questions and observe closely.
- Plan different types of scientific and environmental enquiries to answer questions.

## **7.5 History:**

Geography enhances History by giving pupils opportunities to:

- Investigate places, past and present.
- Study how places have developed over time.
- Use a timeline to place natural and human changes in chronological order.
- Learn about a significant person/people in their locality linked to the development of the area.

## **7.6 Art and Design:**

Geography enhances Art and Design by giving pupils opportunities to:

- Use colour, pattern, line, shape and texture in creative map making.
- Use and develop drawing skills when drawing maps.
- Develop sketching techniques to share ideas from fieldwork.

## **7.7 Design and Technology:**

Geography enhances Design and Technology by giving pupils opportunities to:

- Design and make maps.
- Make models, e.g. 3D maps, volcanoes.
- Understand where materials and natural resources used to make products come from.
- Know where food comes from, and its dependence on environmental and climatic conditions.

## ● 8. Health and Safety

- 8.1** Risk assessments are required and will be assessed by the classroom teacher and subject leader before fieldwork lessons (Risk Assessments can be found through CLEAPSS website and can be adapted to suit the school and activity).
- 8.2** Pupils will be taught to use equipment properly by the classroom teacher before use.

## ● 9. Teaching and Learning

- 9.1** Geography lessons are delivered each week for pupils in KS1 and KS2 (over three half terms).
- 9.2** The school uses a variety of teaching and learning styles in Geography lessons that are matched to the activity and ability of pupils. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.
- 9.3** Teaching and learning styles are adapted to support pupils with SEND to ensure these pupils continue to have their confidence and self-esteem raised.
- 9.4** Teachers ensure pupils apply their knowledge and understanding when developing ideas, planning and producing work and communicating these.
- 9.5** The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to the ideas of others and treating these with respect.
- 9.6** Principles for effective teaching include:
- Setting tasks in the context of pupils' prior knowledge – revisiting prior learning.
  - Promoting active learning.
  - Inspiring, exciting and motivating pupils to know more.
- 9.7** Strategies for effective teaching include:
- Ensuring the teaching methods used suit the purpose and needs of the pupils.
  - Providing a meaningful context and clear purpose when assigning tasks.
  - Ensuring tasks are built on skills and understanding.
- 9.8** The classroom teacher will work with the subject leader to ensure that the needs of all pupils are met by:
- Setting tasks which can have a variety of creative and innovative responses.
  - Providing resources of differing complexity, according to the ability of the pupils.
  - Setting tasks of varying difficulty, allowing challenge for all.
  - Utilising support staff to ensure that pupils are effectively supported.

## 9.9 Evidencing Learning

Work can be evidenced through the following:

- Photographs
- Videos
- Displays
- Written work
- Class blog / social media page
- Newsletters

Evidencing work is essential as it is a record of individual pupils' experiences and ideas throughout a year and key stage, and will be seen as evidence for assessment and reporting purposes.

## 9.10 Displays

- Displays of work are used to celebrate achievement and support teaching and learning.
- The school promotes displays of work in classrooms and corridors to influence how pupils feel about their environment, promote high expectations and raise self-esteem.
- A Geography board is located in the main corridor which is regularly updated with key vocabulary and questions linked to our local area of Newton-le-Willows.
- Displays are used to communicate ideas, stimulate interest, celebrate pupils' work, reflect the ethos of the school and respond to pupils' interests.
- Images of displays and the learning promoted (including knowledge mats) can be found on the school website.

## ● 10. Planning

**10.1** Planning of the Geography curriculum is focussed on creating opportunities for pupils to:

- Learn about the world, its human and physical geography and processes.
- Develop key competencies such as map skills.
- Record ideas and learning through discussions, explanations, writing, drawings and maps.
- Learn how to research places and environments.
- See that Geography is a valued subject, an essential part of life, the past, and the future.

**10.2** The school creates long-term, medium-term and short-term plans for the delivery of the Geography curriculum – these are as follows:

- Long-term: includes the aspects of Geography studied in each term
- Medium-term: includes the details of work studied each term
- Short-term: includes the details of work studied during each lesson

**10.3** The [subject leader](#) is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

**10.4** Class teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

**10.5** All relevant staff members are briefed on the school's planning procedures as part of their staff training.

**10.6** Issues of health and safety are addressed in the planning and delivery of the Geography curriculum.

**10.7** Class teacher will use the key learning content in the DfE's statutory guidance 'Geography programmes of study: key stages 1 and 2'. (The National Curriculum)

**10.8** Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

**10.9** There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

**10.10** Long-term planning will be used to outline the aspects of Geography to be taught within each year group.

- 10.11** Medium-term planning will be used to outline the knowledge, vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for writing and assessment.
- 10.12** Medium-term plans will identify learning objectives, main learning activities and differentiation. Opportunities for revisiting prior learning will also be identified.
- 10.13** Medium-term plans will be shared with the subject leader to ensure there is clear progression between years.
- 10.14** Short-term planning will be used flexibly to reflect the intention of the lesson, the success criteria and the aims of the next lesson.
- 10.15** All lessons will have clear learning intentions, or enquiry questions which are shared and reviewed with pupils.

## ● **11. Assessment and Reporting**

- 11.1** Pupils will be assessed, and their progression recorded, in line with the school's Assessment Policy.
- 11.2** By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and understanding specified in the relevant programme of study.
- 11.3** An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five. This will include reporting on characteristics of effective learning.
- 11.4** The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the Early Years Foundation Stage'.
- 11.5** The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.
- 11.6** Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 11.7** Assessment will be undertaken in various forms, including the following:
- Questioning.
  - Discussions.
  - Marking work.
  - Pupils' self-evaluation of their work.
- 11.8** Teachers will also assess pupils through their:
- Knowledge of places, maps and geographical processes.
  - Ability to record and communicate their learning in a clear manner.
  - Personal qualities and attitudes towards their work.
  - Ability to explain what they have learnt.
  - Ability to use maps effectively.
- 11.9** Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum and record assessments using the school tracking system.

**11.10** Parents will be provided with a written report about their child's progress during the Summer term every year. This will include information on pupils' attitudes towards Geography, their understanding of the geographical processes and knowledge of places.

## ● **12. Resources**

**12.1** The school has a selection of centrally stored learning materials to ensure that all pupils have access to the necessary resources.

**12.2** The school library contains resources and topic books to support pupils' research.

**12.3** The subject leader shares appropriate resources, including websites with class teachers.

**12.4** The Geography budget covers the cost of materials and membership of the Geographical Association. Class teachers are required to notify the Subject Leader if learning materials need replacing.

**12.5** Class teachers are responsible for informing the DT leader if certain resources are needed a term prior to teaching the project, to give adequate time for resources to be ordered if required.

**12.6** At the start/end of each school year, the subject leader will work with the headteacher to assess the school's Geography resources and equipment to ensure there is sufficient availability to support pupils' learning.

## ● **13. Geography and Christianity**

At St. Peter's, we recognise the beauty the world which God created. We aim to inspire in pupils curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments. We promote a respect and understanding of other cultures and religious beliefs around the world. We provide children with an understanding of Christian history, people of faith and Christian traditions around the world.

## ● **14. Monitoring and Review**

**14.1** The subject leader will monitor Geography through learning walks, work samples and pupil voice and report to the headteacher and members of the SLT.

**14.2** The subject leader will write an action plan at the beginning of each academic year and review the progress at three points: Autumn 2, Spring 2, Summer 2.

**14.3** The subject leader will produce a report, using evidence from their action plan, which will be shared with Governors.

**14.4** This policy will be reviewed every two years by the subject leader and headteacher.

**14.5** Any changes made to this policy will be communicated to all members of staff.

**13.6** All members of staff directly involved with teaching Geography are required to familiarise themselves with this policy.

**13.7** The next scheduled review date for this policy is January 2024.