

# Lockington CE VC Primary School



## Geography Policy

**Revised & Updated March 2022**

Date Policy Formally Agreed By Governors:	9 <sup>th</sup> January 2023
Date Policy Becomes Effective:	Spring Term 2023
Review Date:	Spring Term 2026
Person Responsible for Implementation and Monitoring:	Geography Subject Leader

## **1. Introduction**

This policy outlines the organisation and management of geography at Lockington CE VC Primary School. It has been written with regard to the requirements of the National Curriculum (2014) and the Early Years Foundation Stage Statutory Framework (2021). It is written within the context of our school's mission statement:

*Our school is committed to working together to develop lively, enquiring minds and to promoting outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect and understanding of others.*

It has also been written in the context of our school's Christian vision, rooted in the teachings of Jesus:

*'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16).*

It has been developed in consultation with school staff and governors. This policy should be read in conjunction with the school's 'Geography Progression Map'.

## **2. The Nature of Geography**

A high-quality geography education inspires in pupils an enduring curiosity and fascination about the world and provides an ideal means to develop knowledge and understanding of the world. The knowledge and skills taught support pupils to develop their sense of self, sense of others and sense of the world. In geography, children learn the skills of understanding their local area, how and where people fit into its structure, and are then able to compare and contrast this knowledge with other areas, both in the United Kingdom and the rest of the world. Pupils become equipped 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. Geography teaches children mapping and research skills, investigation, analysis and problem solving skills. This helps to build the ability to explain how the Earth's features are shaped, interconnected and change over time. Pupils are encouraged to consider contemporary issues such as sustainability, resource management and equality, and develop a range of transferable skills.

## **3. Aims**

The aims of Geography in our school are to:

- stimulate pupils' interest in their own surroundings and other localities, in the United Kingdom and the rest of the world;
- give pupils the opportunities to make observations and form opinions about their immediate environment and other localities;
- understand how physical features such as climate, rivers, mountains etc. affect the lifestyles of different people around the world;
- foster pupils' sense of wonder and the beauty of the world around them;

- develop an understanding of the relationship between people and the environment and how peoples' actions affect the quality of the environment;
- enhance pupils' sense of responsibility with regard to caring for the Earth;
- develop an awareness and the appreciation of cultural and economic diversity;
- acquire and develop skills necessary for making geographical enquiries;
- embody principles of the distinctively Christian nature of our school in all aspects of learning.

#### **4. Teaching and Learning**

Teaching and learning of geography should be stimulating and motivating. Pupils should enjoy developing skills and knowledge and begin to see the world as an interesting place. It should involve encouraging children to ask questions, identify ways in which they might find the answers and to search for those answers. We aim to give the children practical 'hands on' experience in geography. Practical activities and field work should form a large part of the teaching activities as possible. It is essential that class teachers use a variety of teaching techniques in order to meet the learning objectives with the greatest success. These will include cooperative group work, individual work and class work.

A variety of teaching and learning styles are used in geography lessons, including: whole class lessons, group work, enquiry based research, projects, presentations and lessons designed by pupils. We encourage children to ask and answer geographical questions. We offer them the opportunity to use a variety of data, maps, statistics, graphs, pictures and aerial photographs, and we use ICT where this serves to enhance learning. Children take part in discussions and they present their learning in a variety of ways – orally, visually and in various written forms.

We recognise children have widely different geographical abilities in both classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability/year group in the room and setting different but related tasks for each group;
- providing resources of different complexity according to the ability of the child;
- support from classroom assistants when possible, peers and other adults.

#### **5. Geography Timetable**

**KS1** – equivalent to 1-hour lesson weekly

**KS2** – equivalent to 1-hour lesson weekly

#### **6. Curriculum Planning**

We use the National Curriculum and adapt Hamilton Trust materials as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of the school, we make use of the local environment in our fieldwork and we choose a locality

where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

Our curriculum planning is in three phases (long term, medium term and short term). Our long-term plan maps the geography studied in each term during each key stage. The subject leader works this out in conjunction with class teachers. Medium-term plans are based upon the national curriculum scheme of work and Hamilton Trust plans. Because we have mixed-age classes planning is on a four-year rotational cycle in Key Stage 2 and a two-year rotational cycle in Key Stage 1 to ensure pupils have complete coverage of the National Curriculum but do not repeat topics. Class teachers create lesson plans listing specific learning objectives.

Geography topics are planned to build upon prior learning. Children of all abilities have the opportunity to develop knowledge and, through planned progression, we offer them increasing challenge as they move through the school.

## **7. Curriculum Organisation**

A broad and balanced programme takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography, pupils learn a range of skills, concepts, attitudes and methods of working.

### **Early Years Foundation Stage**

We relate the geographical aspects of children's work to the objectives set out in 'Knowledge and Understanding of the World' (KUW). Geography makes a significant contribution to the objectives of developing a child's knowledge and understanding of the world through activities such as collecting objects from different places, singing songs from around the world or investigating what makes a good playground.

### **Key Stage 1**

Children should be taught about:

#### **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.

#### **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 of 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 simple compass directions (North, South, East, West) and locational and directional language (e.g. near, far, left, right), to describe the location of different 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**

Children should be taught about:

### **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 features, countries and major cities.
- Name and locate countries 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 Tropic of Cancer and Capricorn, Arctic and Antarctic, the Prime/Greenwich Meridian and time zones (including day and night).

### **Place knowledge**

- Understanding geographical similarities and differences through the study of human and physical geography of a region and the United Kingdom, a region in a European country, and region within North or South America.

### **Human and physical geography**

Describe and understand the key aspects of:

- physical geography, including climate zones, biome and vegetation belts, rivers, mountains, volcanoes, 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 keys (including from 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.

## **8. Recording of Geography**

Pupils are encouraged to record their work using a variety of methods. These may include, for example, written or verbal reports, charts, collage, models, and pictures. Examples of work will be retained to provide evidence of on-going geography, including photographic evidence of displays, presentations, visiting speakers and visits.

## **9. The contribution of Geography to other subjects**

The key aim of Geography lessons should be to develop geographical skills, but Geography can also make a contribution to other subjects.

### **English**

Geography makes a significant contribution to the teaching of English because it promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts we use in English are geographical in nature. For example, in Key Stage 1 we use Katie Morag books and in Key Stage 2 we use 'Poems for a Green and Blue Planet'. At Key Stage 2 we organise debates on environmental issues or role play which also develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability.

### **Mathematics**

Geography contributes to the teaching of maths. We teach children how to represent objects with maps. Pupils study place, scale and distance, they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

### **Art**

Art can be used as a primary or secondary source in supporting pupils' enquiry skills.

### **Computing**

Pupils use computers in Geography lessons when appropriate. Children use ICT in Geography to enhance their data handling skills and in presenting written work. They research information through the internet. Children also use ICT to record and use photographic images.

### **Personal, Social, Health and Economic Education**

Geography lends itself to raising matters of citizenship and social welfare. For example, children study the way people recycle material and how environments are changed for better or worse. Children have the opportunity to take part in debates and discussions. We allow them to organise campaigns on matters of concern to them, such as homelessness and the environment.

## **Social, Moral, Spiritual and Cultural Development**

We offer children in our school many opportunities to determine the fundamental questions of life through geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We introduce the question of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable children to learn about inequality and injustice in the world. We help children develop knowledge and understanding about different cultures so they learn to avoid stereotyping people and acquire positive attitudes towards others. We help to contribute to pupils' social development by teaching them how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising moral questions during the programme of study.

### **10. Inclusion**

#### **Equal Opportunities**

- We plan activities to challenge and include all pupils.
- We are aware of different learning styles and the need to allow pupils to work in their preferred style for some of the time.
- We use materials which avoid stereo-typing and bias according to protected characteristics, e.g. race, gender, role or disability.
- Through Geography teaching, we promote mutual respect and tolerance for all cultures. We encourage responsibility for the community and the environment.
- If issues arise, we deal with them sensitively and clearly.

#### **Differentiation**

We teach Geography to all pupils, whatever their ability. We provide learning opportunities that enable all pupils to progress, by setting appropriate learning challenges and responding to each pupil's different needs. Assessment against the National Curriculum enables us to consider each child's attainment and progress against age-related expectations.

We use a range of strategies to support pupils, including:

- the use of appropriate vocabulary at varying levels of difficulty during lessons;
- modified text passages;
- different levels of written or oral questions for pupils investigating photographic or other visual material;
- careful support for pupils with English as an additional language.

#### **More Able Pupils**

Teachers provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas and try different approaches. Pupils are encouraged to set their own questions, offer ideas, suggest solutions or explanations and reflect on what they have heard, seen or done in order to clarify their thoughts. They have greater independence in working and may, for example, carry out their own geographical enquiry.

Teachers avoid giving more able pupils more writing tasks and encourage them to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method. Pupils are provided with opportunities to develop their skills in other areas, through geography, such as intrapersonal (e.g. initiative) and interpersonal skills (e.g. leadership and teamwork).

### **Special Educational Needs**

We enable pupils to have access to the full range of activities involved in learning geography, making appropriate adjustments to factors such as classroom organisation, teaching materials, learning style and differentiation so we take some additional or different action to enable the child to learn more effectively. This ensures the teaching is matched to the child's needs. Where children are to participate in activities outside the classroom, we risk assess the activity to ensure it is safe and appropriate. In this way, pupils with special educational needs may participate fully and demonstrate their achievements.

### **11. Assessment**

Teachers assess children's work by making informal judgements during each geography lesson. On completion of a piece of work, the teacher marks the work and makes comments as necessary. At the end of a unit of work, the teacher makes a summary judgement in relation to age related expectations and records these on the school's electronic assessment system. This, and the pupils work, is used as the basis for assessing progress, and to pass information on to the next teacher, as necessary.

At the start of each geography topic, pupils complete KWL grids/mind maps which are added to as the topic progresses in order to show progress. This can be an individual or a class mind map, depending on the age of the pupils. Feedback to pupils should be provided about their own attainment against geography objectives. Objectives are listed in the back of pupils' exercise books and teachers and pupils use these to set targets and track progress.

Teachers analyse the progress pupils have made in units of work completed at the end of each school year to complete annual reports to parents/carers. The school's assessment and marking policies should be adhered to when assessing work in Geography.

Class teachers keep samples of children's work which shows the expected achievement in geography in each year of the school.

### **12. Geography Learning Environment**

Geography is promoted and valued throughout the school. Geography is displayed both in classrooms and on display boards throughout the school. The display boards for both classes in the corridor reflect the current or most recent topic each class has covered, which normally includes history or geography. Maps on display in both classes help pupils to put their study into geographical context.



### **13. Resources**

We are continually improving resources. Each teacher keeps resources for relevant units in their classroom. Resources are also kept in the store room in the hall. In the library we have a supply of geography books. A globe and maps are kept in both classrooms. Teaching resources are also stored in the staffroom. Pupils have access to data bases, simulations and the internet.

### **14. Fieldwork**

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical research and enquiry. In Class 1, all children carry out an investigation into the local environment and have opportunities to observe and record information around the site. In Class 2, children complete a study of the local area. Children area taken on field studies where fieldwork techniques and first-hand observational work is developed.

### **15. Parental Involvement**

We encourage parents/carers to be involved in the geography curriculum by:

- inviting them into school each term to discuss the progress of their child and look at their child's work;
- encouraging parents to be involved in homework activities and making the learning objectives and the task clear and achievable;
- encouraging any parents who are interested in Geography to come in to work with the children.

### **16. Health and Safety**

At all times, children will be taught how to care for and handle equipment and media safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught:

- about hazards, risks and risk control;
- to recognize hazards, assess consequent risks and take steps to control the risks to themselves and others;
- to use information to assess the immediate and cumulative risks;
- to manage their environment to ensure the health and safety of themselves and others;
- to explain the steps they take to control risk.

All out-of-school activities will comply with the school's Health and Safety Policy. When engaging in fieldwork, children are expected to behave in a considerate, responsible manner, showing respect for other people and the environment.

### **17. Roles and Responsibilities**

**The Class Teacher's role** is to:

- be responsible for teaching geography as set out in the policy;

- provide planning and reviews for the Geography Subject Leader;
- provide samples of Geography work when required;
- assess children's work to detail future planning;
- update own skills, knowledge and understanding of geography;
- identify own training needs and take advantage of training opportunities;
- keep on-going records in relation to school policy.

**The Geography Subject Leader's role is to:**

- lead policy development, helping to ensure the geography curriculum is being delivered in a way that meets learning objectives and inspires pupils;
- act as a consultant to colleagues on resources, visits, visitors, curriculum, teaching and learning ideas;
- liaise with staff to form a coherent, progressive scheme of work;
- monitor and evaluate pupils' work, views, displays and teacher's planning;
- write and implement action plans;
- help to keep resources up-to-date;
- help to keep staff updated with developments in the subject;
- attend training and signpost appropriate training to staff;
- provide an annual report to the Headteacher, evaluating strengths, weaknesses and areas for improvement.

**The Headteacher's role is to:**

- provide support by encouraging staff and praising good practice;
- monitor teaching and learning through lesson observations and provide feedback;
- support staff development and provision of resources.

**The Governing Body:**

- determines, supports, monitors and reviews the school Geography Policy.

## 18. Monitoring and review

Monitoring takes place regularly through activities such as sampling children's work, teacher planning, learning walks and through book scrutiny and lesson observations, to monitor implementation and impact.

This policy will be reviewed every three years, or earlier as required.

Member of staff responsible: Geography Subject Leader (Julie Cattle)

Date policy written: March 2022

Date approved by full Governing Body: 9<sup>th</sup> January 2023

Date for next review: Spring Term 2026

Signature (Head)

Signature (Chair of Governors)



Julie Cattle (09.01.23.)



Graham Parr (09.01.23.)