



Saint Norbert's Catholic Primary Voluntary Academy

Geography Policy *(2021)*

GEOGRAPHY POLICY 2021

"To Live, Love and Learn in the Footprints of Jesus."

Introduction

This policy has been written to ensure the effective implementation of the Geography National Curriculum throughout the school.

Geography is the study of places. It explores the relationships between the world and its people. It studies the location of the physical and human features of the earth and the processes, systems and inter-relationships that create and influence them. It examines how people affect, manage and sustain their environment. Geographical enquiry helps children to learn about their immediate surroundings, the broader world and how the environment can affect their lives and determine decision-making. The study of geography helps to develop a sense of identity and promotes responsible citizenship. We, at St Norbert's Catholic Primary Voluntary Academy, believe that the teaching of geography develops in children an interest and curiosity about the world in which they live, and fosters in them a respect for the environment.

We believe in the importance of Geography as stated in the National Curriculum.

"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."

***National Curriculum in England
2014 DfE***

Rights Respecting School

We are a Rights Respecting School. We use the UN Convention on the Rights of the Child (CRC) as a framework for our activities.

- Pupils demonstrate positive attitudes towards inclusion and diversity in society and within their school.
- Pupils support one another by working in mixed ability partners and are tolerant of differences or behavioural and emotional problems.
- Pupils challenge stereotypes and prejudice and they feel empowered to respect the environment and rights of others locally, nationally and globally.
- Pupils actively participate in decision-making in the school community. They are involved in campaigns that they understand in terms of upholding or defending the rights of others and living sustainably.
- The positive rights respecting relationships in classrooms create a climate conducive to learning; children have an understanding of the responsibility that this entails.

Key Skills

Our aims in teaching Geography are that all children will:

- 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;

- create an understanding of 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;
- be 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

Teaching Methods

Children should be taught to develop key geographical skills, including:

- observing and comparing places and geographical features.
- using appropriate geographical vocabulary, including following directions.
- measuring and recording accurately.
- interpreting and using secondary sources, e.g. photographs, pictures, videos, books, internet to obtain information.

Children are involved in lessons that build upon their previous experience and interests. A range of organisational strategies is used to deliver the Geography curriculum. This may include whole class, group or individual work. Educational visits are used where appropriate. Geography has many links with other areas of the curriculum. Activities could provide opportunities to develop Literacy and Computing skills.

Objectives of the Geography Curriculum

Children will be taught a range of knowledge of skills in the Early Years Foundation Stage, Key Stage One and Key Stage Two. Both key stages will focus on locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

Foundation Stage:

In Early Years, Geography isn't in the curriculum as a standalone subject. It comes under the umbrella of 'Understanding the World' which covers objectives linked with Geography, History, Computing and Science. At the end of the year in Reception, children are expected to achieve the Early Learning Goals.

ELG 13 People and communities: *Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.*

ELG 14 The world: *Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.*

ELG 15 Technology: *Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.*

Through adult led sessions, children are taught prerequisite skills for KS1 and KS2 geography through our topic lessons. Topics are planned based on children's own interests and so vary from year to year. They are taught to appreciate the world around them by using their senses to explore, comment and question. Children's observations are mainly based on their own immediate environment and how that may vary from others. We particularly focus on seasons of the year and weather through daily calendar activities.

The majority of evidence and teaching in relation to Geography happens in the play provision and is recorded on our online learning journal, Tapestry.

From September 2021, the EY curriculum is due to change. This new curriculum has different areas of learning, different ELGs and different assessment expectations. The outcomes of the end of year assessment will also change, with children only being able to achieve emerging or expected. Currently, children are able to achieve 'exceeding' if working above age related expectations. This change will mean all curriculum planning and assessment for Early Years will be reviewed and changed.

Key Stage One:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. The Geographical skills listed below are incorporated into the various themes:

- 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;
- 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;
- 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 key physical and human features;
- use world maps, atlases and globes to identify key areas of interest,
- Be able to use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map;
- use aerial photographs, create simple maps and use symbols to create a key;
- conduct simple fieldwork and observations to study the locality of the school and the surrounding area

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.

- 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);
- 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;
- describe and understand key aspects of physical and human geography;
- 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.

Planning

Long-term planning enables us to check that every aspect of the curriculum is covered. To enable our children to meet the intentions of the Geography Curriculum, it is delivered through the Scholastic programme on a 2-year cycle. Geography can also be incorporated within other curriculum areas such as Maths, PSHE and Science to enhance and develop skills further.

See Appendix 1 for Key Assessment Criteria.

Responsibilities of the teacher:

- Teachers will plan a variety of approaches to ensure there is continuity and progression;
- Planning will outline a clear curriculum knowledge driven objective;
- Organise differentiated tasks for children which provide appropriate challenge for all abilities;
- Provide the opportunity for children to ask and answer geographical questions as well as discussing topical issues;
- Allow groups to communicate their findings using a variety of ways including the use of computing;
- Provide feedback to the children in accordance with the school policy and offer challenge in the feedback where appropriate based on a geographical skill;
- To keep organised and on-going records of the progress of their cohort.

Inclusion

Children across the ability range are given access to a wide range of differentiated activities to suit their diverse learning needs. Some children will require closer supervision and 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 appropriate to their abilities.

Geography must be equally accessible to all children irrespective of their gender, ethnic background and intellectual ability. All children are given the chance to enhance their skills.

Assessment and Record Keeping

Assessment is an integral part of the teaching process. Accurate assessment helps ensure continuity and progression and aids future planning. Ongoing teacher assessments include asking questions, marking work and evaluating results of any assessment tasks. End-of-term levels are recorded in O-Track. Teacher assessment is used to ascertain whether a child is just working within, has achieved or has obtained mastery of a Programme of Study.

Subject Leader's Role

The role of the Subject Leader involves:

- Monitoring the Scheme of Work has clear timetabled teaching time throughout the term;
- Moderate work samples with the pupils and/or teachers;
- Discussions with pupils;
- Conducting learning walks to observe the coverage and outdoor learning opportunities within geography;
- Provide guidance to colleagues;
- Assist with maintaining and replenishing resources that are required within the budget;
- Assisting staff to implement assessment throughout school;
- Ensure that the Schemes of Work allow for progression across school;
- Keep up to date with changes or new initiatives that would support the development of geography at St. Norbert's Catholic Primary Voluntary Academy.

Professional Development

All staff will be encouraged to attend courses and INSET will be carried out in line with the School Development Plan. Relevant information will be passed on to colleagues as appropriate.

Policy updated: January 2021

Appendix 1

Key Assessment Criteria

A year 1 geographer	A year 2 geographer	A year 3 geographer
<ul style="list-style-type: none"> • I can keep a weather chart and answer questions about the weather. • I can explain where I live and tell someone my address. • I can explain some of the main things that are in hot and cold places. • I can explain the clothes that I would wear in hot and cold places. • I can explain how the weather changes throughout the year and name the seasons. • I can name the four countries in the United Kingdom and locate them on a map. • I can name some of the main towns and cities in the United Kingdom. 	<ul style="list-style-type: none"> • I can say what I like and do not like about the place I live in. • I can say what I like and do not like about a different place. • I can describe a place outside Europe using geographical words. • I can describe some of the features of an island. • I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. • I can explain how jobs may be different in other locations. • I can explain how an area has been spoilt or improved and give my reasons. • I can explain the facilities that a village, town and city may need and give reasons. • I can name the continents of the world and locate them on a map. • I can name the world oceans and locate them on a map. • I can name the capital cities of England, Wales, Scotland and Ireland. • I can find where I live on a map of the United Kingdom. 	<ul style="list-style-type: none"> • I can use the correct geographical words to describe a place. • I can use some basic Ordnance Survey map symbols. • I can use grid references on a map. • I can use an atlas by using the index to find places. • I can describe how volcanoes are created. • I can locate and name some of the world's most famous volcanoes. • I can describe how earthquakes are created. • I can name a number of countries in the northern hemisphere. • I can name and locate the capital cities of neighbouring European countries.

A year 4 geographer	A year 5 geographer	A year 6 geographer
<ul style="list-style-type: none"> • I can carry out research to discover features of villages, towns or cities. • I can plan a journey to a place in England. • I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). • I can explain why people may be attracted to live in cities. • I can explain why people may choose to live in one place rather than another. • I can locate the Tropic of Cancer and Tropic of Capricorn. • I can explain the difference between the British Isles, Great Britain and the United Kingdom. • I know the countries that make up the European Union. • I can find at least six cities in the UK on a map. • I can name and locate some of the main islands that surround the United Kingdom. • I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school. 	<ul style="list-style-type: none"> • I can plan a journey to a place in another part of the world, taking account of distance and time. • I can explain why many cities are situated on or close to rivers. • I can explain why people are attracted to live by rivers. • I can explain the course of a river. • I can name and locate many of the world's most famous rivers in an atlas. • I can name and locate many of the world's most famous mountainous regions in an atlas. • I can explain how a location fits into its wider geographical location with reference to human and economical features. 	<ul style="list-style-type: none"> • I can use Ordnance Survey symbols and 6 figure grid references. • I can answer questions by using a map. • I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. • I can describe how some places are similar and dissimilar in relation to their human and physical features. • I can name the largest desert in the world and locate desert regions in an atlas. • I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. • I can explain how time zones work and calculate time differences around the world.