



Policy For Geography At North Stainley C.E. Primary School

Rooted and Grounded in Love

'Let your roots grow down into him, and let your lives be built on him.'
Colossians 2:7

Intent:

At North Stainley we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding of the world, as well as their place in it. The Geography Curriculum at North Stainley enables children to develop knowledge and skills that are transferable to other curriculum areas and which can, and are used, to promote their spiritual, moral, social and cultural development. Geography is by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination of the world and its people which will remain with them for the rest of their lives: to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at North Stainley C.E. Primary School and also to their further education and beyond.

Implementation:

Geography at North Stainley C.E. Primary School is taught in blocks throughout the year, so that children can achieve a depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and these are laid out in a Knowledge Organiser. Consideration has been given to ensure progression across topics throughout each year group in school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study, and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth

(flourishing) will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in Geography are specifically planned. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Impact

Outcomes in topic books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. Children also record what they have learned comparative to their starting points at every topic. As children progress throughout the school they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.

Teaching And Learning:

Through their work in Geography, children learn about the local area and compare their life in this area with that in other regions in the UK and the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The learning intention for each lesson is informed by the National Curriculum. Learning is planned for progression throughout the school and programmes of work are embedded with key knowledge, which has been mapped, along with key skills, to support effective assessment and ensure progression across the school.

Assessment:

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated open-ended questions that require children to explain and unpick their understanding.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of the 'What I know already', 'What I want to know' and 'What I have learnt' (KWL).

Planning and Resources:

Geography resources are stored centrally. The library in Class 3 has a supply of Geography topic books to support children's individual research. Children can also use ICT resources.

Key knowledge and skills from the National Curriculum for each year group are recorded in the document 'History and Geography At North Stainley Primary School'. Key vocabulary is also identified, as well as how consideration to the school's context has informed the programme of study. Cross curricular outcomes are also identified prior to teaching and these are evidenced through outcomes of work as well as being stated explicitly in planning.

Organisation:

Geography topics are planned as part of a two year rolling programme. It is studied in blocks which allow children to enhance their geographical knowledge and develop their geographical skills through focused learning throughout the duration of each block. This model also promotes the children in being able to achieve a greater level of understanding of each topic.

EYFS:

Early Years explore geographical themes and content through the 'Understanding of the World' strand of the EYFS curriculum. This involves guiding the children to develop a sense of the physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed against the Developmental Matters Attainment targets.

KS1 and KS2

During KS1, pupils will investigate their local area and contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photos.

During KS1 pupils should develop knowledge about the world, the United Kingdom and their local area. 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.

Children will develop their locational knowledge: they will learn to name and locate the world's seven continents and five oceans. They will learn to name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding areas.

They will also develop a greater understanding of place by comparing the geographical similarities and differences through the studying the human and physical geography of a small area in the UK, and a small area in a contrasting non-European country. The specific geographical locations will be selected to link to other areas of the curriculum to allow for cross-curricular work or development.

In addition to developing the children's locational and place knowledge, they will have the opportunity to learn about human and physical geography. They will identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South

Poles. They will also begin to use geographical vocabulary to refer to key physical and human features.

Children will develop geographical and fieldwork skills, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photos and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study and geography in their local area.

During KS2 pupils extend and develop knowledge and understanding beyond the local area to include the UK and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They extend their locational knowledge when they learn to locate and name European countries as well as North and South American countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. They extend their locational knowledge to be able to name and locate counties and cities of the UK, describing key geographical regions, human and physical characteristics, key topographical features and land use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Greenwich Meridian and time zones.

They will build an understanding of place by comparing the geographical similarities and differences through studying the human and physical geography of a region of the UK, a region of country and a region within North or South America.

As in KS1, the specific geographical locations selected for these comparisons will be selected to link with other areas of the curriculum to allow cross curricular work and development.

In KS2 human and physical geography is extended to allow children to develop an understanding of aspects of physical and human geography. Children will continue to develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six figure

grid references, symbols and keys and OS maps. They will also use field work to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Equal Opportunities:

At North Stainley C.E. Primary School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also maintain a positive ethos where children demonstrate positive attitudes to each other.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth (flourishing), can be provided for and demonstrated by children who require further challenge.

Inclusion:

All pupils are entitled to access the geography curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies to provide appropriate challenge to different groups of learners. Independent tasks and teaching are well adapted to ensure accessibility. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, and reach their potential.

Role Of The Subject Leader:

The subject leader's responsibilities are:

- To ensure a high profile for the subject.
- To ensure a full range of relevant and effective resources are available to enhance support for learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that the key knowledge is evidenced in outcomes.

- To monitor planning and oversee the teaching of geography.
- To lead further improvement in and development of the subject.
- To ensure that the geography curriculum takes account of the school context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum.
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

Parents:

We actively encourage the involvement of families and the wider community to help support the teaching of geography. When geography homework is set, children are able to research and explore a topic to support their class work.

Policy Agreed: May 21

To be Reviewed: September 22

