



Geography Curriculum Policy

Introduction

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment.

Whilst geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities.

Intent

Through the teaching of geography at St Mary's, we intend to:

Increase pupils' awareness, knowledge and understanding of other cultures.

Develop pupils' graphic skills, including how to use, draw and interpret maps.

Make pupils aware of environmental issues at a local, regional and global level, including impact of human activity on the global environment.

Encourage pupils to commit to sustainable development.

Develop a variety of skills, including those in relation to problem-solving, ICT and presenting conclusions in the most appropriate way.

Roles and Responsibilities

The classroom teacher is responsible for:

Acting in accordance with this policy.

Ensuring progression of pupils' geographical skills, with due regard to the national curriculum.

Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.

Liaising with the geography coordinator about key topics, resources and supporting individual pupils.

Monitoring the progress of pupils in their class.

Reporting any concerns regarding the teaching of the subject to the geography coordinator or a member of the senior leadership team (SLT).

Undertaking any training that is necessary to effectively teach the subject.

The geography subject leader is responsible for:

Preparing policy documents, reviewing curriculum plans and schemes of work for the subject.

Reviewing changes to the national curriculum and advising on their implementation and communicating developments in the subject to all teaching staff.

Monitoring the learning and teaching of geography, providing support and requesting CPD for staff where necessary.

Ensuring the continuity and progression of skills from year group to year group.

Encouraging staff to provide effective learning opportunities for pupils.

Liaising with teachers across all phases and helping to develop colleagues' expertise in the subject.

Auditing resources regularly and ensuring these are available to teachers.

Advising on the contribution of geography to other curriculum areas, including cross-curricular and extra-curricular activities.

Collating assessment data and setting new priorities for the development of geography in subsequent years.

The following aims correspond to the relevant subject guidance and the EYFS documentation

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

Provision for early years pupils focusses on four specific areas:

Literacy

Maths

Understanding the world

Expressive arts and design

All activities will adhere to the objectives set out in the framework.

In particular, geography-based activities will be used to develop pupils' understanding of the world, helping them to comprehend a world beyond their local community.

The national curriculum

The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

KS1 pupil objectives

Locational knowledge:

- Name and locate the world's continents and oceans.
- Name, locate and identify characteristics of the countries which make up the United Kingdom (UK).

Place knowledge

- Understand the geographical similarities and differences of areas 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.
- Use basic geographical vocabulary to refer to key physical features, as well as human features, including buildings, vegetation and seasons.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the UK and any other countries studied.

- Use simple compass directions, locational terminology 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 observational skills to study the geography of the school and identify the key human and physical features of the surrounding environment.

KS2 pupil objectives

Locational knowledge

- Use maps to locate countries around the world, concentrating on Europe's and North and South America's environmental regions, major cities and key characteristics.
- Identify counties and cities of the UK, geographical regions and their identifying characteristics, key topographical features and land-use patterns.
- Understand the location and significance of the Tropics of Cancer and Capricorn, the Equator, the Northern and Southern Hemisphere, the Arctic and Antarctic Circle, the Greenwich Meridian and other time zones.

Place knowledge

- Identify geographical similarities and differences through the study of human and physical geography of one region in the UK, Europe and North or South America.

Human and physical geography

- Describe and understand key aspects of physical and human geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle, types of settlement and land use, economic activity and the distribution of natural resources.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries.
- Use the 8 points of a compass and four- and six-figure grid references and symbols to build knowledge.
- Use a range of methods, including sketch maps, plans and graphs, and digital technologies, to record the human and physical features in the local area.

Cross-curricular Links

Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas.

English

Pupils are encouraged to use their speaking and listening skills to describe what is happening. Pupils' writing skills are developed through recording findings and creating reports. Pupils' vocabulary is developed through the use and understanding of specialist terminology.

Maths

Pupils use their knowledge and understanding of measurement and data handling. Where appropriate, pupils record findings using charts, tables and graphs. Pupils use data analysis to identify patterns.

Science

Pupils use their knowledge of the natural world to identify and analyse features of physical geography. Pupils' investigative and practical skills are developed through the use of fieldwork and problem-solving activities.

ICT

ICT will be used to enhance pupils' learning and pupils will use ICT to locate and research information. ICT will be used to record findings, using text, data and tables.

Spiritual development

Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination. Pupils are encouraged to think about the effect of humans actions on the environment. Current geographical developments and issues will be discussed in the classroom, where appropriate.

Teaching and learning

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.

Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:

Questioning, predicting and interpreting

Pattern seeking

Practical experiences

Collaborative work

Role-play and discussions

Problem-solving activities

Classifying and grouping

Researching using secondary sources

Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos.

The classroom teacher, in collaboration with the geography coordinator, will ensure that the needs of all pupils are met by:

Setting tasks which can have a variety of responses.

Providing resources of differing complexity according to the ability of pupils.

Setting tasks of varying difficulty depending on the ability group.
Utilising teaching assistants to ensure that pupils are effectively supported.

Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.

All children will have the opportunity to undertake an external educational visit, which is geography based.

Planning

All relevant staff members are briefed on the school's planning procedures as part of staff training. Throughout St Mary's, geography is taught as a discrete lesson and as part of cross-curricular themes when appropriate. Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: geography programmes of study' and adhere to school policy on planning. Pupils will be assessed throughout the year by class teachers, monitored by the subject leader and head teacher.

Assessment may take various forms, including: talking to pupils, asking questions, discussing work and marking work against learning objectives, observing tasks, specific assignments, pupils' self-assessment, peer assessment and formal tests. Written and verbal reports will be provided regularly to parents. Pupils with special educational needs and disabilities will be monitored by the SENCO.

This policy promotes and ensures that the following articles of the Rights of the Child are adhered to and respected:

***Article 28** (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this*

***Article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Policy reviewed by _____

Policy approved by the Governing Body:

Date for review: