

# Grimsargh St Michael's C of E Primary School



## Geography Policy

*'Let your light shine before people so that they may see your good works and glorify your Father in heaven' (Matthew 5: v.16)*

Inspiring, believing and achieving in our loving Christian community

### **Mission Statement**

The policy reflects the school values and philosophy in relation to the teaching and learning framework within which teaching and non-teaching staff can operate and give guidance on planning, teaching and assessment. This policy should be read in conjunction with the objectives from the new National Curriculum (2014).

This document is intended for all teaching staff, non-teaching staff with classroom responsibilities and school governors.

### **The Importance of Geography**

Our goal for our Geography Curriculum is that children explore and develop their understanding of the social, environmental, economic and political aspects of place, whilst considering their own role on a local, national and global scale. This will be taught with our three 'big ideas' at the heart of our geography curriculum: Interconnection, Change and Location.

### **Key aims of Geography:**

- To develop children's spatial awareness through a growing range of enquiry skills, knowledge and understanding of places and of the natural and man-made environments.
- To extend children's awareness of and develop their interest in their surroundings leading to the identification and exploration of features in the local environment.
- To observe accurately and develop simple skills of enquiry. In so doing to be aware if the changes taking places in their own locality and in other areas studied. Through these studies, gaining an appreciation of the ways in which human decisions influence these changes.
- To gain a perspective in which children can place local, national and international events.
- To develop a wide range of skills and competencies that are required for geographical enquiry and which are also applicable to other situations.
- To gain an understanding of the processes that have produced pattern and variety on the earth's surface and which can bring about change.
- To interpret a variety of maps, globes, aerial photographs and Geographic Information Systems (GIS). To be able to use digital and computer- based map programmes to find places, change the scale and style of maps and add detail and symbols.
- To gain familiarity with globes and atlas maps and be able to identify such features as the continents, oceans, countries, cities, key physical and human characteristics and land use.
- To continue to develop language and mathematical skills through studies in geography.
- To acquire skills in carrying out observations and collecting, organising, recording and retrieving information as part of an enquiry. To be able to use a variety of source materials to

find information out about their own locality and different places. To be able to communicate their findings and ideas in a variety of modes: writing at length, pictures, models, diagrams, and maps as well as through oral contribution.

- To help pupils act more effectively in the environment as individuals and as members of society.

### Learning Across the National Curriculum

The National Curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. The teaching of geography can contribute effectively to these areas of learning and links to the areas identified in the medium- term planning sheets.

As a school we aim to break down the barriers between subjects through a bespoke and progressive curriculum.

#### EYFS:

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b> 	<b>Weather and seasonal changes:</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  Explore the natural world around them.  <i>Key text: Story of a Storm</i>	<b>'Welcome':</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  <i>Key text: Welcome</i>	<b>Local area and early map making:</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  <i>Key text: Rosie's Walk</i>		<b>The natural world around us:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Explore the natural world around them, making observations and drawing pictures of animals and plants.  <i>Key text: Dinosaur's Day Out</i>	

#### KS1:

Year 1	Local Geography study - We live in Grimsargh!	Name, locate and identify characteristics of UK countries and capital cities.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.  Seasonal and daily weather patterns (fieldwork).	Fieldwork and mapping - in the school grounds (skills focus)	Environmental study Litter
Key text	The Journey A story of a boat travelling down rivers, cities and villages through	 into the UK.			
Year 2	Name, locate and identify capital cities of the UK and name the surrounding seas.	Local Geography study - Preston (skills based study).	Study and contrast the human and physical geography of a small area of the UK with a non-European country.	Fieldwork and mapping in the school grounds. (Focus - compass directions and	Environmental study Recycling
	The seven continents and five oceans and identify hot and cold places.			devising a simple map with a key)	
Key text	Balloon for Grandad A story about family love crossing continents.				

KS2:

Year 3	Locating Counties and Cities of the UK.		<i>Environmental Study (Local)</i> Litter - Plastics (link from Y1)  Map work - using OS symbols to follow the map. Eight point compass work.	Volcanoes and Earthquakes - locational knowledge.		Study a region of the UK - The Lake District.
Key text				Escape from Pompeii A story about the eruption of Mount Vesuvius in AD 79. 		
Year 4	Using maps to focus on Europe - a Region in a European Country.		<i>Environmental Study</i> Rubbish, recycling and land use enquiry (link from Y2).		Hills, mountains, coasts and rivers - focus on rivers, water cycles and how rivers are formed (fieldwork and geographical skills study)	
Key text			Eco-Wolf and the Three Pigs Twist on the traditional tale about woodland warriors saving the forest from the polluting pigs. 			
Year 5	Climate zones/biomes and vegetation belts/climate change/weather - geographical skills focus.			A region of South America - The Amazon.	<i>Environmental study</i> Sustainable energy  Where does our food come from? (fieldwork study)	
Key text			Explorer Fiction story about survival in the Amazon. 			
Year 6	A region of North America - physical and human features		<i>Environmental study</i> Climate change - Arctic and Antarctic circle.  Local fieldwork study - My Local Area - How can we improve it?		The world's countries and key features. Human geography focusing on trade.	
Key text			Under the Weather Stories about locational climate change 			

### Teaching Approaches, Time Allocation, Classroom Organisation

A variety of teaching techniques are presented to children throughout their geography lessons. These include:

- Teacher guided sessions, where information is provided.
- Mixed ability group work where children can discuss information and use their skills with a group or learning partner.
- Class discussions where children can contribute with their own opinions and understanding.
- Differentiated tasks allowing children of different ability levels to work at an appropriate pace.

### Opportunities for 'sticky learning' through:

- The use of role-play to consider contentious issues.
- The use of visual aids and multimedia resources in presenting materials to the children.
- The use of reading materials and books to support teaching, learning and research in geography.
- The use of fieldwork where possible so that children gain first-hand experience of a locality and contrasting environments.
- Integrated use of ICT.
- Speakers or visitors with relevant experience and from a diverse background.
- Independent writing in literacy relating to the geography theme.
- The teaching of geography through art/DT such as using collage or model making.

Each child will receive a minimum of 35 minutes of geography teaching at KS1 and 40 minutes at KS2 each week. This subject may be taught in blocked units or as a weekly lesson. The choice of delivery timing will be left to individual teachers.

The organisation of the classroom will vary according to the activity that is being carried out depending on resources used, viewing audio visual aids, group work or role play.

### **Resources**

Resources are stored in the nurture room (old staff room) and topic resources are kept in class. Resources are purchased from within the geography subject budget in accordance with the needs of the staff, and feed into the geography development plan.

Teachers will make use of the Lancashire Library Loans service to enhance teaching and learning through a range of fiction and non-fiction texts.

### **Assessment, Recording and Reporting.**

The subject approach to assessment, recording and reporting follows the whole school policy guidelines.

All pupil's work is given verbal feedback and discussions between the teacher and the child are used to progress vocabulary, ideas and knowledge.

At the end of the academic year, the class teacher will use the KLIP's to assess whether children are working above, at or below the expected standard in geography.

### **Inclusion and the Geographical Curriculum**

Each teacher will be aware of the needs or statements/individual education plans of the children in the class that they are teaching. Teachers take account of the three principles of inclusion set out in the National Curriculum that relate to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges
- Responding to diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

These principles will be considered when developing the chosen geographic units for use in the classroom (short term planning).

### **Able, Gifted and Talented**

Each class teacher will identify children who are more able learners for geography. Provisions will be put in place to help these children reach their full potential and lessons will be carefully planned to ensure these children are challenged appropriately.

### **Staff development**

Staff development in this area of the curriculum is available through the county course programme and through meetings with colleagues from other educational establishments.

Teachers who have attended geography courses report back to colleagues at the following staff meeting.

School INSET provides opportunities to compare developments in this area of the curriculum with other subject disciplines.

### **Fieldwork**

This is a vital aspect of the geography curriculum. Where possible children are provided with opportunities to study topics within the outside environment. Use of the school grounds and local area is to be included in teaching and learning when appropriate.

See the Educational visits leader with regard to taking trips out of the school and the funding policy as agreed by the school governors.

**Equal Opportunities**

Children irrespective of ability, race or gender are given full access to the geography schemes of work. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

**Evaluation – Review – Modification**

This policy document will be reviewed regularly to assess its value as a working document. Those areas which have not worked particularly well will be modified according to the experiences that have taken place.

Signed: **Mrs Hannah Coupe**

Date: **September 2022**

Review Date: **September 2023**

Agreed by the Curriculum Committee: **September 2022**