



Christ The King Federation

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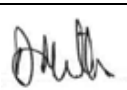


GEOGRAPHY POLICY

FEDERATION MISSION STATEMENT

Christ The King Federation is a community called by God to work collaboratively for the common good; providing an environment that nurtures and inspires pupils to realise their potential, as we journey together.

This federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment

Document Detail	
Category:	Curriculum
Authorised By:	Curriculum & Pupil Related
Chair of Governors Signature:	

Issue:	
This policy was formally adopted by the Full Governing Body on:	Autumn 2021
Review Date:	Spring 2024

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Introduction

Our federation policy is developed in accordance with the National Curriculum for Geography and Foundation Stage Curriculum for Knowledge and Understanding of the World.

Throughout this Policy, the term 'Geography' includes the Knowledge and Understanding elements of Foundation Stage Curriculum, alongside National Curriculum Geography for Key Stage 1 and 2. Our federation implements the curriculum through discreet geographical teaching, although links with other subjects are encouraged. Foundation Stage planning for Understanding of the World shows how we engage our Nursery and Reception children in early geographical learning experiences. This shows how Geography fits into our whole school organisation and how we have linked blocks of work so that they are more meaningful and contextualised. It is also recognised that geographical teaching may make use of current news items that are relevant to the learning of the subject.

Planning for Geography ensures that the subject receives its correct time allocation and allows progression over the key stage. The scheme of work will cater for children and all their individual learning needs.

Why is teaching Geography important?

"The study of Geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and their environments are interconnected. It builds on pupils' own experiences to investigate places at all scales from the personal to the global". (Ofsted)

Purpose of study

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 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 provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for *Geography* aims to ensure that all pupils:

- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- Understand 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
- Are 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 and writing at length.

Foundation Stage

Geography in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The children are encouraged to talk about the world around them, whether locally or more widely. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories
- Role play activities
- Discussing places they have visited and what they have seen.

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. 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.

Pupils should be taught to:

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 in 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 basic geographical vocabulary to refer to:
 - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
 - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of 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

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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

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 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).

Place knowledge

- 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.

Human and physical Geography

Describe and understand key aspects of:

- Physical Geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and 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 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Teaching Methods within Christ The King Federation

Geography is taught by the class teacher, and organisation of the lesson will be dependent on the needs and abilities of children in the class. Teachers will consider all learning styles of the children and this will be reflected in their lessons. Children are encouraged to answer geographical questions and also ask geographical questions.

These may include:

- Knowledge given by the teacher.
 - Use of the local environments for fieldwork.
 - Building own models.
 - Individual and group enquiry, especially where resources are limited.
 - Use of video and films.
 - Using outside speakers.
 - Visits to places of relevance to the topic, e.g. farm, beach etc.
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- Use of Chromebooks/Ipads - simulations and use of the internet
 - Class quizzes.
 - Use of relevant books, pamphlets, leaflets, maps, postcards, atlases etc.
 - Role play and drama to create empathy.
 - Photographs and satellite images.

Fieldwork

It is always advisable to base learning on first-hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will ensure that the pupils will get to explore the world beyond their classroom environment. All teachers are encouraged to organise visits that will enable pupils to extend their knowledge of the world around them eg the seaside and local walkways and woods.

Marking

Feedback to pupils should be provided on their attainment against the objectives of geography. Pupils are encouraged to improve their own learning performance through the school marking policy.

Assessment and Monitoring

Teachers will assess children throughout their lessons from discussions, questioning and the answers that pupils provide. At the end of each lesson teachers will assess the children against the learning objective

and record in the Year groups mark book. This will identify the expectations for each child and pupils who achieve at a level above or below these expectations will be identified. The class teacher will use this information to inform future planning.

Inclusion-Equal Opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred styles for some of the time.
- We use materials for teaching which avoid stereo-typing, and bias towards race, gender, role or disability.
- We deal with such issues clearly and sensitively when they arise.

The role of the Geography co-ordinator

- To develop and maintain the quality of Geography teaching throughout the school.
- To prepare the school's Geography curriculum policy document.
- Set a good example of classroom practice.
- Provide guidance to all members of staff.
- Maintain an up-to-date stock of resources and equipment and make available to staff.
- Monitor and evaluate Geography in school.

Special Educational Needs

See policy on Special Education Needs.

Evaluation

Evaluation is carried out to enhance the learning and teaching of Geography within our school. It is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate the curriculum provision made for Geography within the school in order that pupils make the greatest possible progress. As with all evaluations, the Executive Headteacher has overall responsibility for this work.

Evaluation includes a regular evaluation of the content of the Geography Curriculum to ensure that National Curriculum requirements are being fulfilled in the best possible way. This involves reviewing the coverage of Programmes of study at each Key Stage. Pupils' progress and performance is evaluated, taking account of factors which may influence this, such as teaching methods, resources, schemes of work and accommodation.

Evaluation may be through a number of methods including:

- The assessment of pupils' work and their achievements.
- The analysis of teacher planning
- Discussion amongst groups of staff or the whole staff
- External inspection and advice.

Evaluation will be conducted according to the priority given to geography within the School Development Plan. The timescales involved in the evaluation may differ from year to year. It may be on an annual basis but will also have to take account of any changes to the National Curriculum for Geography.