St Philips Catholic Primary School



Geography Policy

2023

This Geography Policy is set within the context of the whole school aims and mission statement:

*Learning and working together through Christ.*

There are four main purposes of this policy:

* To establish expectations for teachers of this subject.
* To promote continuity and coherence across the school.
* To state the school’s approaches to this subject to promote public, and particularly parents’ and carers’, understanding of the curriculum.
* To ensure that our key stage 2 leavers are ready for the next stage of their education as geographers.

The implementation of the policy is the responsibility of all the teaching staff.

**As a school we aim to:**

* stimulate pupils’ interest in their surroundings and in the variety of human and physical conditions on the Earth’s surface;
* foster pupils’ sense of wonder at the beauty of the world surrounding them;
* help pupils develop an informed concern about the quality of the environment and the future of the human habitat;
* enhance pupils’ sense of responsibility for the care of the Earth and its people and secure their commitment to promoting and living sustainable lifestyles;
* to develop pupils’ skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions and using ICT to communicate with and explore a variety of people, places and environments across the world;
* help pupils explore values and attitudes about complex issues;
* enable pupils to study the above across a range of places, cultures and environments at a variety of scales, from local to global;
* foster a sense of understanding about how we are interconnected and interdependent with other people and ecosystems around the world.

**Geography teaching at our school aims to:**

* Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
* 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.
* Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
* Acquire geographical vocabulary, knowledge, understanding and skills.
* Enable children to learn and explain how the Earth’s features at different scales are shaped, interconnected and change over time.

**Catholic Social Teaching**

Catholic Social Teaching underpins the work of our school, and the principles are interwoven within our curriculum and wider school life. As members of the Catholic Church, we are all called upon to preserve the dignity of all human beings, to care for creation, and to reach out to our sisters and brothers in need. Catholic social teaching is used across many subjects, it is not taught just in RE. Our Geography curriculum links strongly with our Catholic Social Teaching (CST) curriculum; through CST, children develop an appreciation of different cultures and the concept of human dignity, they discuss the values by which we live, the rights of human beings and the responsibilities we have towards all people, their communities, and the natural world.

Where links have been made to a CST, this will be highlighted by a ‘Catholic Teaching link’ stamp.

**Objectives of Curriculum**

**Early Years Foundation Stage**

The Early Years Foundation Stage will focus on Understanding the World through exploring 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 another.

**Key Stage 1**

Key Stage 1 pupils will focus on Locational knowledge, Place knowledge, Human and Physical Geography skills and fieldwork. Pupils should develop knowledge about the world, the United Kingdom and their locality. They will 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:

**Locational 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

P**lace 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 [for example, 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**

Key stage 2 will focus on Locational knowledge, Place knowledge, Human and Physical Geography and Geographical skills and where possible, fieldwork.

**Locational 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, 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.

**Continuity and progression**

Long-term planning ensures that pupils meet new knowledge, gain new understanding and develop new skills appropriately. In addition, it ensures that pupils have sufficient opportunities to revisit this learning from time to time. Long-term planning gradually extends the content, for example by increasing the number of places and environments studied and through increasing depth of study (moving from simple, concrete ideas centred on our locality to increasingly complex and abstract processes, patterns and relationships). There is also a change in emphasis from local, small-scale studies to more distant, regional, national, continental and global scales.

**Teaching and learning**

In line with the school’s teaching and learning policy in geography, teachers:

* design activities which help pupils answer the geographical questions such as: Where is it? What is it like? How has it changed? Why has it changed? How will it change next? What will happen if? How might it be better? What can be done about? How do I feel?
* share with pupils what they are expected to learn and how they are expected to learn it;
* provide a variety of learning activities that are used regularly, including observation, enquiry, investigation, games, puzzles and problem-solving;
* revisit prior learning each lesson (R task) so that children know more and remember more
* encourage pupils to evaluate critically information, ideas and different viewpoints;
* encourage pupils to describe, explain, predict and evaluate places, geographical patterns and processes and environmental changes;
* plan for pupils to make and use maps, atlases and globes regularly in order to locate places being studied and make/use models to explore geographical patterns and processes;
* provide opportunities for pupils to work as individuals, in pairs and in groups;
* encourage discussion so that pupils clarify their thinking;
* set high expectations and use National Curriculum age appropriate expectations to aid this so that learning objectives and activities are sufficiently challenging;
* provide pupils with regular feedback about their work and about what they need to do next in order to improve;
* expectations of knowledge and understanding, before, during and after units of work;
* expect pupils to record their work in a variety of ways, including diagrams, illustrations, pictures, letters, posters, annotated drawings and maps, reports and accounts. Where appropriate, pupils make oral presentations of their work.

**Knowledge organisers (KO)**

The children will be provided with a knowledge organiser in their books at the start of every new unit of work. This will contain important vocabulary and information related to their upcoming unit. There will be opportunity for the children to fill out a schema (mind map) at the bottom of the KO to include their past knowledge. Prior to beginning the unit, the children must respond to three diagnostic questions on each knowledge organiser that are related to their prior knowledge.

**Teaching time**

In order to achieve the objectives of the Geography Curriculum, the subject is taught as an isolated topic in three half terms across the year. History is taught in the remaining three half terms in the year. Each class must teach 1 hour of Geography a week. In the Early Years Foundation Stage, Geography is taught within a theme over a half term.

**Organisation**

In lessons, a variety of approaches will be used to ensure continuity and progression. Lessons will include a blend of whole class teaching, group work and individual work.

Learning activities may consist of:

* Groups, with differentiated tasks
* Teacher led work/ power points
* Relevant discussion at class, group and individual level
* Independent work/ extended writing activities
* Mapping skills (using atlases, grid references, OS maps and symbols, Digimap, etc.
* Research activities (using reference books, atlases, globes, Google Maps, Google Earth, 360° virtual tours)
* A chance for groups to communicate findings in a variety of ways including the use of ICT
* Fieldwork, where possible

**Planning**

Geography planning is the responsibility of individual teachers and should be used to:

* Set clear objectives
* Identify key vocabulary
* Ensure work is matched to pupil’s abilities and interests
* Ensure progression, continuity and subject coverage throughout the school

Medium term planning is created by teachers and monitored by the geography subject leader on a termly basis. Monitoring feedback is shared with senior management and is given to teaching staff so that the relevant changes can be made.

Teachers should try to implement cross curricular links of literacy and maths within Geography where it is possible. There should be evidence of extended writing tasks planned and taught in Geography lessons.

**Assessment**

Formative assessment will take place in Geography within each lesson, with teachers making a record of this when evaluating lesson plans.

At the end of every unit, children will are expected to complete a short, effective end of unit quiz. This is a helpful tool for determining how much the students have learnt. It may also provide information for any required follow-up. .

**Resources**

The resources available include: reference books, textbooks, teacher prepared materials, pictures, photographs, maps and atlases, globes, large PVC maps of the world/Europe/UK and digital map referencing software (Digimaps for schools.)

Resources will be kept in the geography resource cupboard and sometimes in classrooms. Resources available in the geography cupboard will be checked regularly by the geography subject leader.

**ICT**

ICT will be used in various ways to support teaching and motivate pupils learning. ICT involves the computer, and audio visual aids, CD-ROMs and DVD’ and digital map referencing software. The school sets of laptops/iPads may be used to enhance lessons and enable children to find information from the internet and other programs to support their learning. An awareness of internet safety will be paramount on such occasions.

**Display**

Each classroom should have a Geography display with key geographical vocabulary. This could be used as a working wall. Evidence of map work/ skills taught/ fieldwork could be displayed.

Geography displays should be regularly updated and relevant to the topic current being taught. The geography subject leader will carry out termly learning walks to monitor geography displays in classrooms/ shared areas.