

## William Barnes Primary School

# Geography Policy

### Generic INTENT

Vision		Mission
*An inspirational, stimulating and well-resourced environment *A safe and secure school at the heart of the community *Inquiry, independence and enthusiasm for learning	*Preparing all children for life *A high quality professional team *Taking pride in all our achievements *High standards of behaviour	<b>Where every child counts</b>
<b>Excellent teaching gives children the life chances they deserve...Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching. Education is for all, not the few. All children have the right to be the best they can be. We foster a love of learning and the development of the well-rounded child.</b>		
<b>Preparing Children for Life</b> We believe that we are preparing children for 21 <sup>st</sup> Century life. We aim for them to be independent thinkers, confident learners and global citizens, equipped to live and work in and contribute to the global economy.		
<b><u>Aims and Objectives</u></b> <u>At William Barnes Primary School, we believe that children deserve:</u> <ul style="list-style-type: none"><li>To be set appropriate and stimulating learning challenges</li><li>To be taught well and be given the opportunity to learn in ways that maximise the chances of success</li><li>To be given quality feedback which highlights successes and areas for improvement.</li><li>To have adults working with them to tackle the specific barriers to progress they face.</li></ul> <u>It is also our aim that :</u> <ul style="list-style-type: none"><li>Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life.</li><li>Children are given the opportunity to experience the widest variety of the written and spoken word possible - a vocabulary rich curriculum and school experience. This includes trips to pantomimes, art galleries and orchestral concerts.</li><li>Children develop a healthy lifestyle this is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy.</li></ul>		

## **Knowledge and Skills**

As a school, we believe in the equal relationship between knowledge and skills in our curriculum.

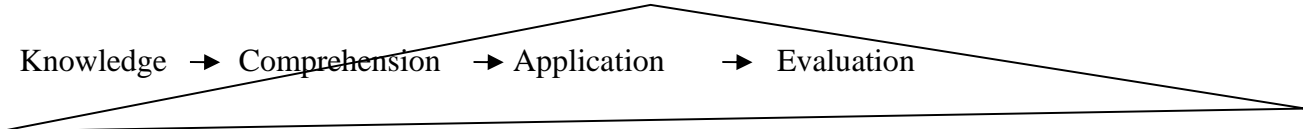
We believe that:

- Knowledge can be declarative ( to know that ) or Procedural ( to know how ).
- Both these forms are important and that Declarative knowledge is turned into Procedural knowledge through action and the act of applying.
- Skills can be Procedural knowledge as a result of the application of Declarative knowledge.
- Skills can be linked to dispositions and behaviours.

In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.

We prefer to see the debate laid out as:

Knowledge → Comprehension → Application → Evaluation



### **Global Community**

We aim to equip our children for living in, and contributing to, a secure, transformative and sustainable world.

### **Parents**

“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are.” (EPPE)

# Geography INTENT

## Vision and Mission

Geography is all around us and from an early age children are curious about and aware of the environment around them. A high quality Geography education provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. High quality teaching equips 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.

## Current Practice

Geography is a foundation subject in the National Curriculum. This policy outlines the purpose, nature, management and assessment of Geography as taught in William Barnes Primary School.

Geography stimulates curiosity and imagination and we aim to build upon childrens' 'personal geography' by developing geographical skills, knowledge and understanding through studying places and themes.

Geography encourages children to learn through experience, particularly through fieldwork and practical activities.

## Aims

The National Curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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, numerical and quantitative skills and writing at length.

## Objectives

### Early Years

Within the EYFS, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing geographical understanding. This is set out in the Early Years curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world
- Begin to know about their own cultures and beliefs and those of other people
- Find out about their environment, and talk about those features they like and dislike

## **The National Curriculum states that ;**

### **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:

#### **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
- 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**

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 knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

#### **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 Geography – key stages 1 and 2 4

### 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.

## OVERVIEW

### Geography

Year Group	Autumn Term	Spring Term	Summer Term
R	<b>All About Me</b> <i>Features of local environment</i> <b>Autumn and Winter Walk -</b> <i>seasonal change weather features of local environment</i>	<b>Where I live</b> <i>Features of local environment</i> <b>Spring Walk</b> <i>seasonal change weather features of local environment</i>	<b>Holidays - the beach</b> <i>Seasonal change and features of a seaside environment</i> <b>Summer Walk</b> <i>seasonal change weather features of local environment</i>
1	<b>Me and My World</b> <i>Develop knowledge of human and physical geography of local area</i> <i>Use geographical vocabulary to refer to key features</i> <i>Use fieldwork and observational skills</i> <i>Use world maps, atlases and globes</i> <i>Use simple compass directions</i> <i>Use aerial photographs and plans</i> <i>Devise a simple map with basic symbols in a key</i>  <b>Autumn Walk</b> <i>Identify daily and seasonal weather patterns in UK</i> <i>Develop knowledge of human and physical geography of local area</i>	<b>Winter Walk/ Spring Walk</b> <i>Identify daily and seasonal weather patterns in UK</i> <i>Develop knowledge of human and physical geography of local area</i>	<b>Summer Walk</b> <i>Identify daily and seasonal weather patterns in UK</i> <i>Develop knowledge of human and physical geography of local area</i>  <b>Poles Apart</b> <i>Name and locate the world's seven continents and five oceans</i> <i>Identify hot and cold areas of the world</i> <i>Non-European country study linked to the Olympics</i> <i>Use geographical vocabulary to refer to key features</i> <i>Use world maps, atlases and globes</i> <i>Use simple compass directions</i>
2	<b>Australia</b> <i>Understand geographical similarities and differences through studying human and physical features of a small</i>	<b>Explorers</b> <i>Use world maps, atlases and globes</i> <i>Use simple compass directions and locational and directional language to</i>	<b>No Geography this term</b>

	<p>area of a contrasting non-European country</p> <p>Name Locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>describe the location of features and routes on a map</p>	
3	<p><b>India</b></p> <p>Locate the world's countries.</p> <p>Describe and understand key aspects of physical geography- climate zones, biomes, vegetation belts.</p> <p>Describe and understand key features of human geography. Types of settlement and land use</p> <p>Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied</p>		<p><b>South America -Rainforest</b></p> <p>Locate the world's countries, focussing on Europe and North and South America</p> <p>Identify latitude, longitude, Equator, hemispheres, Tropics of Cancer and Capricorn</p> <p>Describe and understand key aspects of physical geography- climate zones, biomes, vegetation belts.</p> <p>Describe and understand key features of human geography. Types of settlement and land use</p> <p>Establish understanding of interaction between physical and human processes.</p> <p>Use maps atlases and globes</p>
4		<p><b>UK Study</b></p> <p>Name and locate counties, cities and geographical regions of the UK and recognise their identifying human and physical characteristics</p> <p>Describe and understand key aspects of human geography, including types of settlements and land use</p> <p>Understand geographical similarities and differences</p> <p>Establish an understanding of the interaction between physical and human processes</p>	
5		<p><b>Mountains of the UK and the World</b></p> <p>Identify the geographical regions and key topographical features of the UK and land use patterns and understand how some aspects have changed over time.</p> <p>Locate the world's countries using maps and identify environmental regions and key human and physical characteristics.</p> <p>Use maps, atlases and globes to locate countries and describe features.</p> <p>Use eight points of a compass, four and six-grid references, symbols and key.</p> <p>Use a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Describe and understand key aspects of human and physical geography</p> <p>Compare human and physical geography of UK and Ladakh</p> <p>Deepen understanding of interaction between human and physical processes</p>	
6	Our Earth		

	<p>Global Goals - human and physical processes</p> <p>Locate the world's countries using maps concentrating on environmental regions, Key physical and human characteristics, countries and major cities</p> <p>Understand and describe key aspects of human and physical geography</p> <p>Understand geographical similarities and differences through study of human and physical geography of UK and region in South America</p> <p>Deepen understanding of interaction between human and physical processes</p> <p>Global Goals - Sustainability, Clean Water, Clean Air, Clean Land</p> <p>Use maps atlases, globes and digital and computer mapping to locate countries and describe features studied.</p> <p>Use a compass and grid references.</p> <p>Use a range of methods including sketch maps, plans and graphs and digital technologies.</p>		
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## IMPLEMENTATION

### How We Teach

#### How is Geography planned and taught?

1. Long, medium and short term planning is designed by class teachers and overseen by the Geography subject leader to ensure progression and coverage of skills across each key stage.
2. Geography is taught as either an isolated subject or linked to other curriculum areas through a half-termly or termly topic with is detailed in the 'Connected Curriculum' medium term plans. Geography has strong links with English, maths, science and computing as well as RE and PSHE and is closely linked to the School Global Development plan ( see Global ??? policy)
3. Teachers plan lessons to include a variety of teaching and learning styles including; whole class teaching, group and individual learning.
4. Teachers break down the broad learning objectives from the National Curriculum into smaller, lesson by lesson learning intentions. Success Criteria are then devised for and by the children.
5. Teachers ensure that the needs of SEND, Vulnerable and Eal children are met through planning differentiated teaching and learning activities to take account of individual needs, including the use of support staff.
6. Teachers plan Geography lessons to:
  - Enable children to gain knowledge and understanding of places in the world.

- Increase knowledge of other cultures and in doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
  - learn graphic skills, including how to use, draw and interpret maps
  - know and understand environmental problems at a local, regional and global level.
  - Encourage in children a commitment to sustainable development, and an appreciation of what ‘global citizenship’ mean
  - Develop a variety of skills, including enquiry, problem solving, computing and investigation.
7. Teachers ensure that children are familiar with the key vocabulary for the area of Geography they are studying and that this is accessible to all children via classroom displays, word banks etc.
  8. Teachers plan where possible field work and investigative activities that make use of our local environment including investigating the school grounds and the local area. Residential trips in KS2 enable children to explore environments further afield.
  9. Teacher’s planning is given to the Headteacher as part of their medium and weekly plans.

### **Reading/Vocabulary/Oracy**

We believe reading to be the very bedrock for learning. Reading development is considered at every learning opportunity and opportunities for developing the reading practice of children and parents are constantly being updated. We are constantly evaluating new and existing strategies for encouraging home reading.

Time is given to vocabulary development within all subjects and children are encouraged to question new vocabulary at any opportunity. As stated before, we run our own Oracy Project, which supports the catch up process for young children with a vocabulary gap.

### **Support**

- There are regular staff meetings for the Geography subject leader to update staff.
- Staff have access to the Geographical Association primary materials
- Staff use the Rising Stars progression frameworks to assist with planning for progression and assessment

### **Parents**

At William Barnes Primary School, we believe that parents and teachers working together is highly beneficial to long term quality learning.

Parents are invited to join in with trips and fieldwork activities through the year and to support children with any home learning linked to Geography topics.

We welcome visits to school from parents with a particular interest, knowledge or skill that will enthuse and enhance the children’s learning in Geography.

## **IMPACT**



## Assessment

### Summative assessment

Work from throughout Reception in all seven areas of learning is used to create each child's end of EYFS profile. Several early geographical skills are developed during learning in the EYFS that culminate in the Early Learning Goal for Understanding of the World,

All KS1 and KS 2 teachers keep their own records of their class's progress.

Children are judged annually as to whether they are working towards age related expectations (ARE), working at ARE or exceeding ARE and this information is stored with the school's online tracking system Educater.

All teachers are required to report on the child's ability and effort made in Geography as part of his/her end of school year report.

### Formative Assessment

In EYFS, teachers make frequent observations and record these through the online 'tapestry' programme. This is shared with, and can be added to, by parents and carers. These regular observations are linked to specific objectives within the Early Years framework.

Teachers in all classes use AfL strategies to monitor children's progress in lessons and over time.

### Multicultural/ Equal Opportunities

In accordance with our equal opportunities policy, all children regardless of race, gender or ability have equal access to the Geography curriculum at William Barnes Primary School. Class teachers plan and organise deepening activities for more able children and provide extra support for those who need it.

### Resources

- Geography equipment and resources are kept in the resources room, library and individual classrooms and include: reference books, textbooks, library loans, teacher prepared materials, pictures, photographs, maps, atlases and globes.
- Staff are encouraged to let the subject leader know if they require additional resources and the subject leader is responsible for ensuring that resources are in good condition and fit for purpose.
- Subject leader will ensure that staff have the necessary log in details for the Geographical Association and will keep staff updated on useful online and other resources.
- Staff will inform the IT technicians if there are any difficulties with online resources

### Monitoring

The Geography subject leader is responsible for

- Taking the lead in policy development and subject overview designed to ensure progression and continuity in Geography throughout the school
- Support colleagues in the development of planning, implementation of National Curriculum objectives and in assessment and record keeping procedures.
- Monitor progress in Geography and advise Head teacher on action need.
- Conduct work sampling regularly, focussing on different aspects of teaching and learning
- Keep up to date with developments in Geography education and disseminate information to colleagues as appropriate.

The senior leadership team undertake regular work scrutinies.

<b>Adopted date:</b>	3 <sup>rd</sup> July 2023
<b>Signature of Headteacher:</b>	Karen Wrixon
<b>Signature of Governing body:</b>	Chris Jones
<b>Next review date</b>	Summer 2024