Sedlescombe Church of England Primary School

Geography Policy 2020 – 2023

Adopted	September 2020
Review Cycle	Three Years
Review Date	Academic Year 2022-2023

Sedlescombe Vision and Values

Motto:

Learning, Loving and Growing Together with God

Values:

Aspiration	**Honesty**	**Forgiveness**
Courage	**Thankfulness**	**Kindness**

Vision:

Our school is a family with God at its heart.
Christian values guide and inform all that we do.

We aim to:

- **Provide a welcoming, safe and nurturing environment where everyone is able to learn and grow as a unique individual.**
- **Encourage and support each other to be ambitious, resilient and independent lifelong learners.**
- **Develop enquiring minds and a love of learning.**
- **Value everyone and celebrate their beliefs, achievements, skills and contributions.**
- **Provide a curriculum that is creative, exciting, challenging and takes learning beyond the classroom.**
- **Reach the highest standards in achievement and attainment.**
- **Create a learning community where everyone is nurtured and challenged to develop academically, personally, morally and spiritually.**
- **Support each other to develop the skills, attitudes and values to grow into responsible members of our global community and God's world.**

INTRODUCTION

We believe that through the teaching of geography our children will be inspired to have a curiosity and fascination about the world and its people, which will continue to grow throughout their lives.

As Dr Rita Gardner, Director, RGS-IBG quoted in *A Different View* (Geographical Association, 2009) "Geography prepares young people with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales."

'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 environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

'Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential element of this. Pupils learn to think spatially and use maps plus visual images, to obtain, present and analyse information. Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.' QCDA

Geography is a subject packed with excitement and dynamism that synthesises aspects of the world and helps us to better understand its people, places and environments, and the interactions between them. Geography also helps us understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Underpinning all of this is a strong spatial component that deepens our understanding of what places are like, why and how they are connected, and the importance of location.

INTENT

Curriculum Aims

The National Curriculum 2014 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 field work 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:

In Key Stage1 in geography, pupils should be taught to:

- 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
- 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
- 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.

In Key Stage 2 geography, pupils should be taught to:

- 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 countries 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)

- 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
- 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 settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- 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 field work 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.

IMPLEMENTATION

Geography Principles

'Geography is one of the most important of school subjects and one of the most difficult to teach' Fairgreave (1949) *Geography in school*. 6th edition.

Geography is an enquiry led subject that seeks answers to fundamental questions such as:

- Where is this place?
- What is it like, and why?
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

It is also imperative that a geographer doesn't just answer questions but also asks and debates them with questions like these:

- What could/should the world be like in the future?
- What can we do to influence change?

The strands covered in Geography are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Geography Planning Cycle

At Sedlescombe Church of England Primary School we follow the planning from Curriculum Maestro topics so we can build upon prior learning.

Curriculum Maestro provides the long term plan for geography (see the table below for a copy of the long term plan). Curriculum Maestro is used to identify and map the objectives for each key stage to ensure that all of the geography objectives are covered across each key stage and children are provided with a broad and balanced geography curriculum that meets all National Curriculum statutory requirements.

Teachers are responsible for mapping the coverage of the objectives in each topic on the medium term plan to ensure that all of the key objectives are taught and there is sufficient time to cover all of the key learning.

Geography will be the focus in the following topics within each key stage, ensuring progression across topics throughout each year group in the school.

Year Group	Topic and Key Themes
Year 1	**Bright Lights, Big City** Countries and capital cities of the UK (London focus); using locational language; using maps; geographical similarities
Year 2	**Land Ahoy!** Using and making maps; Locational knowledge; directions
Year 3	**Tremors** **Volc**anoes and earthquakes
	Flow Using maps; fieldwork; water cycle; human and physical geography; rivers of the world; counties and cities of the UK
Year 4	**Misty Mountain Sierra** Using maps; human and physical geography
Year 5	**Allotment** Land use; food origins; geographical skills and fieldwork; Map work; climate
Year 6	**Frozen Kingdom** Features of the polar regions

Short Term Planning:

At Sedlescombe Church of England Primary School short term planning takes place in the form of Notebook slides. The teacher will create slides for every lesson including links and resources, following the lesson plans and learning intentions from Curriculum Maestro. These will incorporate the National Curriculum guidelines. The lesson from Curriculum Maestro may be adapted as long as the Learning Intention stays the same, to ensure that the National Curriculum for geography is covered throughout the school. Every lesson needs to last about one hour to ensure that children receive their full geography entitlement.

Special Educational Needs and Disabilities

We recognise the need to cater for children with special educational needs. Work is differentiated to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources

In addition to this tasks can be broken down into small steps, giving children achievable goals, vocabulary can be pre-taught, word banks and visual cues can be provided, using symbols and words. All activities should reinforce children's understanding of the subject.

Equal Opportunities

At Sedlescombe Church of England Primary School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

Health and Safety

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount, completing a Risk Assessment before each visit off site.

Any visits and fieldwork need to be planned in line with the Offsite Activities and Educational Visits Policy and a risk assessment must be submitted an Exeant two weeks ahead of the planned activity to be approved by the EVC Co-ordinator (Headteacher). Any visits and offsite visits cannot go ahead without this approval.

IMPACT

Assessment Recording and Reporting

Assessment is used to inform planning. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Formative Assessment

Formative assessment should be used within lessons to assess children's understanding and to adapt and change teaching to meet the needs of the children in the class.

Formative assessment will also inform the skills and knowledge that need to be developed in subsequent geography teaching, to ensure that gaps in knowledge and skills are addressed and children make progress over time.

Summative Assessment

It is really important to track children's progress and attainment against the National Curriculum objectives. Children's attainment is formally tracked at the end of Year 2, Year 4 and Year 6 against the assessment criteria for place and locational knowledge, human and physical geography and geographical skills and fieldwork. Children will be judged as Working Towards, Working At or Working Deeper on each assessment criteria.

This summative assessment will build up a profile of the strengths and areas to develop for each child as they progress through the school. This developing profile can be used to inform planning and teaching and to offer children additional support and challenge they need in their next project.

Monitoring

Monitoring will be undertaken by the Subject Leader in line with the Subject Leadership Policy and in line with where the subject is in the subject review cycle.

It will involve making sure everyone is covering their learning intentions within their topics, through the planning notebook slides and evidence in class newsletters. Monitoring is also achieved through looking in the children's books to see if the intended learning is reflected in them. Pupil voice is used as well, to get the child's understanding of the learning that has taken place.

Review

This policy will be reviewed every three years in line with the Subject Review Cycle as outlined in the Subject Leadership Policy.