



GEOGRAPHY POLICY

Reviewed by Head/SLT	15 th July 2021
Next Review	Summer 2023

The Vision of St John's CE Primary School, Rishworth

Matthew 5:16 (NRSV)

"Let your light shine before others, so that they may see your good works and give glory to your father in heaven."

Following Matthew 5:16, people shine through success, honesty, independence, neighbourliness and enjoyment. We believe children learn best when they're happy and have the confidence to respond to challenges, within a caring Christian environment where adults lead by example. We value the partnership with families and the community whilst striving to give our best.

The School's Aims are:

- ◆ To maximise the academic attainment of each child
- ◆ To maximise the personal, social, spiritual and physical development of each child

The pupils, staff, parents and governors of St John's have worked together to create **our core values:**

Success. We aim to provide excellent learning opportunities to ensure the best possible progress and attainment for all children whatever their needs and abilities.

Honesty. We aim to develop children's understanding of the importance of honesty in all relationships and as part of self-reflection in a Christian environment.

Independence. We aim to develop the self-confidence in all our children that enables them to think and work independently, so striving for excellence in all areas of the curriculum.

Neighbourliness. We aim to ensure that every child becomes a compassionate and respectful member of the school, local, national and global communities.

Enjoyment. We aim to be a safe, friendly and welcoming environment where children have exciting and creative learning experiences that help develop an enjoyment and love of learning.

We help students make sense of the world. Pupils learn about the world's physical and human environments. Geography tackles the big issues: environmental responsibility; our global interdependence; cultural understanding and tolerance; commerce, trade and industry. The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps students prepare for those changes.

Frances Soar (Geographical Association)

INTENT

1. **Self** – We want our pupils to be aware of their place in the world, the influence they can have on the environment and how they have a responsibility to care for the world.
2. **Others** – We want our pupils to have an understanding of the physical and human characteristics of a range of countries around the world.
3. **Wider world** – We want our children to develop an understanding of global issues that are likely to be important during their lifetimes and beyond.

AIMS AND OBJECTIVES

Geography teaches an understanding of places and environments. Through their work in geography, pupils learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, pupils gain an appreciation of life in other cultures. Geography teaching also motivates pupils to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

The aims of geography are:

- To enable pupils to gain knowledge and understanding of places in the world;
- To stimulate pupils' curiosity about their surroundings.
- To increase pupils' knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- To allow pupils to learn graphic skills, including how to use, draw and interpret maps;
- To enable pupils to know and understand environmental problems at a local, regional and global level;
- To encourage in pupils a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

TEACHING AND LEARNING STYLE

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage pupils to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Pupils take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

We recognise the fact that there are pupils of widely different geographical abilities in all classes and we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some pupils not completing all tasks;
- Grouping pupils by ability in the room and setting different tasks to each ability group;
- Providing resources of different complexity according to the ability of the child;

GEOGRAPHY CURRICULUM PLANNING

We have adapted our Geography schemes of work to the local context. We ensure that there are opportunities for pupils of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the pupils are increasingly challenged as they move up through the school.

We carry out curriculum planning in Geography in three phases (long-term, medium-term and short-term).

The long-term plan maps out the topics to be covered over the 4 year cycle (KS2) or 3 year cycle (KS1).

The medium-term plans are written by the KS teams under the direction of the head teacher. They address the National Curriculum subject content for each Key Stage.

The plans are differentiated so as to address the needs of all the pupils in the KS.

The short term plans are completed by all teachers and outline when lessons will be delivered. Geography is a subject which teachers might choose to block over a 2-3 week programme in the term. This allows for sharing of resources and for field trips and special events.

We plan the topics in geography so that they build upon prior learning. Pupils of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

GEOGRAPHY IN EYFS

Reception pupils learn about Geography through playful, practical and focused tasks. Their curriculum is guided by the "Understanding of the World" statements found in the Development Matters document for September 2021 that school has chosen to adopt early in September 2020. Reception children are assessed against the Early Learning Goals in Summer with elements of Geography assessed under the new Early Learning Goals titled "People and Communities" and "The Natural World."

THE CONTRIBUTION OF GEOGRAPHY TO TEACHING IN OTHER CURRICULUM AREAS

English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the literacy hour are geographical in nature. At Key Stage 2 we organise debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop pupils' writing ability. We also use environmental issues as a way of developing the pupils' writing ability by asking them to record information and write reports and letters.

Mathematics

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the pupils how to represent objects with maps. The pupils study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data/statistics.

Information and communication technology (ICT)

We make provision for the pupils to use computers/tablets in geography lessons where appropriate. We incorporate ICT in our geography curriculum planning at Key Stage 2, and we use it at Key Stage 1 when appropriate. Pupils use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. We arrange for the pupils to communicate with other pupils in other schools and countries by using e-mail. We also offer pupils the opportunity to use the tablets to record and use photographic images.

Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, pupils study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that pupils have the opportunity to take part in debates and discussions. Thus geography in our school promotes the concept of positive citizenship.

Spiritual, moral, social and cultural development

We offer pupils in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads pupils to ask questions about the evolution of the planet. We encourage the pupils to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the pupils to learn about inequality and injustice in the world. We help pupils to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others.

We help contribute to the pupils' social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the pupils' appreciation of what is right and wrong by raising many moral questions during the programme of study.

Assessment and recording

We assess the pupils' work in geography by making informal judgements as we observe the pupils during lessons. Once the pupils complete a piece of work, we mark and comment, providing next steps for learning as necessary.

Resources

We have sufficient resources in our school to be able to teach all the geography Schemes of Work. We keep these resources in a central store where there is a box of equipment for each unit of work. We also keep a collection of geography equipment, which the pupils use to gather weather data. In the library we have a good supply of geography topic books and atlases. We are also members of the Geographical Association.

Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve pupils in practical geographical research and enquiry.

At Key Stage 1 we let all the pupils carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the pupils do a study of the local area, including river fieldwork. We also offer them the opportunity to take part in a residential visit to Whitby which includes orienteering training at the Danby Moors Centre.

Monitoring and review

The geography subject leader is responsible for monitoring the standard of the pupils' work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

We allocate special time for the vital task of reviewing samples of pupils' work, pupil interviews and for visiting classes where possible to observe teaching in the subject.

	EYFS	KS1	KS2	
Topic Cycles World Earth Week Yearly April	<p>Cycle 1 Weather Polar regions and explorers Britain and the Queen Local study – Rishworth and Ripponden mapping Local environment school grounds study mapping</p> <p>Cycle 2 Fire of London / Guy Fawkes China/Town study Beijing China Day</p> <p>Cycle 3 Oceans and Continents/conservation Rainforests/Amazon/South America Safari/Africa/</p>		<p>Cycle 1 Settlements Mexico inc Mayan civilization Mountains, Volcanoes and earthquakes</p> <p>Cycle 2 Improving our environment (Geo) Rivers (Geo) Yorkshire (Geo)</p> <p>Cycle 3 Maps/ mapping (Geo) European region – The Paris Basin (Geo)</p> <p>Cycle 4 Halifax (Geo) Climate zones (Geo) Climate change (Geo)</p>	
	Reception	Key Stage 1	Lower KS2	Upper Key Stage 2
Locational Knowledge	<p>Understanding the World People Culture and Communities ELG 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;</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>On a world map, locate and name the continents; locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>
Place Knowledge	<p>Understanding the World People Culture and Communities ELG Children at the expected level of development will: - Describe their immediate environment using knowledge from observation,</p>	<p>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</p> <p>China, Africa, Amazon Rainforest Brazil</p>	<p>Compare a region of the UK with a region in Europe/Paris, eg. local hilly area with a flat one or under sea level.</p> <p>Link with Science, rocks. 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/Paris, and a region within North or South America/Mexico.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences.</p>

	discussion, stories, non-fiction texts and maps			
Human & Physical Geography		<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, climate key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, climate zones, biomes and vegetation belts excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Distribution of natural resources focussing on energy</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p>
Geographical Skills & Field work	<p>Understanding the World People Culture and Communities ELG 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</p>	<p>Use world maps, atlases, and globes to identify the United Kingdom and its countries. Learn to identify other countries, continents, and oceans.</p> <p>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.</p> <p>Ask simple questions e.g. What is it like to live in this place</p> <p>Make simple maps and plans eg. pictorial map of a story</p> <p>Use locational language such as near, far, left and right to describe the location of features and routes</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 4 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe 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.</p>	<p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, 6-figure grid references with teaching of latitude and longitude in depth; symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Expand map skills to include non-UK countries.</p> <p>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.</p> <p>Complete local tree planting</p>

