# St Cuthbert's Primary School Geography Policy

**Vision:**

In our family school, we strive to be the best for today, for tomorrow, for ourselves, for each other, the wider world and for God.

As a Christian family we nurture an understanding that we are all of equal value and infinite worth.

In the safety of our unique family we will flourish and grow towards being Global Citizens and Courageous Advocates.

('You are now citizens together with God's people and members of the family of God'. Ephesians 2:19)

**Mission statement:**

Learning to love, loving to learn in the family of Christ.

('Encourage one another and build each other up'- 1 Thessalonians 5:11)

***Introduction***

At St Cuthbert's we believe that Geography helps to provoke thought and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at St Cuthbert's enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.

We believe that children who excel in Geography have these essential characteristics:

• An excellent knowledge of where places are and what they are like.
• An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
• An extensive base of geographical knowledge and vocabulary.
• Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
• The ability to reach clear conclusions and develop a reasoned argument to explain findings.
• Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
• Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
• A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
• The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

***Our Aims***

**Intent**

In our special school family at St. Cuthbert's, the Geography curriculum is designed to help provoke thought and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The Geography curriculum at St. Cuthbert's enables children to develop knowledge and skills that are transferable to other curriculum areas which can be used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people allowing themselves to become global citizens; to promote interest and understanding of diverse places, people, resources and natural and human

environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferrable, throughout their time at St. Cuthbert's into further education and beyond.

**Implementation**

Geography at St Cuthbert's is taught through topics, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. The local area is fully utilised to achieve the desired outcomes.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS | Houses and homes Our personal addresses Harvest from the land Simple plans of our class and school | Local fieldwork to the woods, following a route. Exploring and describing contrasting environments | Traditions from other cultures | Comparing and contrasting environments-farming landscape. Where does our food come from? | Dinosaur fossils around the world. What is a town/city? | Note and record the weather. Features of the coast/holiday destinations. Travelling-contrasting locations. Comparisons between their locality and in a different country |
| Year 1 | Ongoing- 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<br>Use basic geographical vocabulary to refer to:<br>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | | | | |
| | United Kingdom- Countries, Capitals, Seas<br>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | | United Kingdom- Weather and Climate<br>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 | | Our Local Area<br>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. | |
| Year 2 | Ongoing- 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<br>Use basic geographical vocabulary to refer to:<br>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | | | | |
| | Continents and Oceans | | Hot and Cold Places | | Non- European contrasting area | |

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| | Name and locate the world's seven continents and five oceans | | 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 | | 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 | |
| Year 3 | Ongoing<br>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>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 | | | | | |
| | | Climate Zones<br>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) | | North America<br>Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.<br>Understand geographical similarities and differences through the study of human and | | South America- Rio and South East Brazil<br>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.<br>Understand geographical similarities and differences through the study of human and physical geography of a region |
| | | | | physical geography of a region within North or South America. | | within North or South America. |
| Year 4 | Ongoing<br>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>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 | | | | | |
| | Rivers and the Water Cycle<br>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | Rainforests<br>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | South America- Amazon<br>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America | |
| Year 5 | Ongoing<br>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>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 | | | | | |
| | Mountains<br>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, | | Volcanoes and Earthquakes<br>Describe and understand key aspects of physical geography, including: climate zones, biomes | | European Region- Athens/Rome<br>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on | |

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| | mountains, volcanoes and earthquakes, and the water cycle | | and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | their environmental regions, key physical and human characteristics, countries, and major cities | |
| Year 6 | <u>Ongoing</u><br>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>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 | | | | | |
| | <u>United Kingdom- Counties</u><br>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 | | <u>Local area and Region</u><br>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. | | <u>Fieldwork study</u><br>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. | |
| KB | All about my house and where I live. | Learning about other countries and their culture. | Exploring and sorting natural materials. | | Man-made and natural habitats. | Famous London Landmarks |
| PB | Local Area | Continents and Oceans | | | The United Kingdom | |

**Impact**

Outcomes in topic books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children also record what they have learned comparative to their starting points at the end of every topic. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Children are able to learn about careers related to geography from members of the local and wider community with specialist skills and knowledge, ensuring that they are well prepared for the next steps of their education.

**Teaching and Learning Styles**

We endeavour to 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 children 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 computing technology in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, present reports to the rest of the class. Children engage in a wide variety of problem-solving activities, both teacher led and working alongside their peers, using paired and group work. Wherever possible we involve the children 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 children of widely different geographical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:
- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children 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;
- using classroom assistants to support the work of individual children or groups of children.

First-hand experience for the children will allow them the opportunity to enquire, record, hypothesize and draw up conclusions. Therefore, outdoor activities should be planned as appropriate, ranging from a journey around the school building to somewhere further afield. The use of artefacts and visitors coming in to school can be as exciting as an outdoor visit.

***Planning and Teaching***

Planning and teaching will be monitored periodically so as to give the subject leader a clear understanding of how Geography is being taught around the school.
Both Key Stages 1 & 2 teach in line with the National Curriculum as guidance. We strive to make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

***The Early Years Foundation Stage***

We teach Geography in the Foundation Stage as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the development of each child's understanding of the world, through activities such as collecting postcards from different places and singing songs from around the world.

***Cross Curricular Links***

Geography draws upon and develops skills, knowledge and understanding from across the curriculum. Appropriate links can be made with other curriculum areas but we need to take care that activities lead to mutual enrichment rather than mutual distortion.

***Pupils with Special Educational Needs***

Pupils with special needs receive support from the class teacher to undertake exercises or projects geared to their level of ability and to take an effective and valuable role in mixed ability co-operative group work.

They include: -

- Pupils with specific needs may need support and teachers will adapt the work to suit the individual.
- Pupils who have difficulties with practical tasks who may need more support and extra opportunities for practice.
- Pupils with particular ability and flair for Geography have their knowledge extended through the use of additional, more demanding, assignments.

***Inclusion***

In accordance with our equal opportunities policy all our pupils are given access to the National Curriculum. We endeavour to help all children to reach their full potential irrespective of gender, race, class, ability, age or belief.

***Assessment, Recording and Reporting***

Prior to the topic, children will complete an initial assessment to show what they already know along with a knowledge organiser to refer to throughout the unit of work. Children can demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a PowerPoint presentation or a written piece of work. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. At the end of a unit of work, the children will take a summative assessment with a written piece includes

Class teachers provide a written report at the end of the academic year to parents on their child's attitude, attainment and behaviour in the sdubject. Parents can also attend Parent's Evening in the Autumn and Spring Terms to discuss their child's progress.

***The Role of the Subject Leader***

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of geography.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT.
- To monitor planning and oversee the teaching of geography.
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the geography curriculum take account of the school's context, promotes children's pride in the local area and provides access to

positive role models from the local area to enhance the geography curriculum.

- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

***Resources***

It is the responsibility of each class teacher to identify resource needs in relation to their topics. We also subscribe to http://www.geography.org.uk/, http://digimapforschools.edina.ac.uk/ and https://www.oddizzi.com/teachers/ and all teachers have log on details for these. An annual audit will be carried out to ascertain any updates required to the current Geography resources.

***Fieldwork***

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry. All of the children will carry out investigations into the local environment, and we give them opportunities to observe and record information around the school site.

***Health & Safety***

- Risk assessments to be completed by teaching staff prior to any field trip.
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others particularly on field trips.
- Use of equipment in accordance with health and safety requirements.

***Updating Documentation***

This policy document will be regularly reviewed to assess its value as a working document. Those areas that have not worked particularly well will be modified according to the experiences that have taken place.