

St Mary and St Margaret's C.E. Primary School



Geography Policy 2021

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Geography Policy

School Values

Our School Values set the ethos in which this policy is grounded:

We believe that St Mary and St Margaret's CE Primary School exists to enable every child to realise his or her potential to the fullest possible extent, whatever his or her particular needs and abilities. We aim to help all children to be the best they can be by 'living life in all its fullness' (John 10:10).

To this end, we promote our agreed School Values:

- *Growing as a child of God*
- *Loving learning*
- *Caring*
- *Achieving*
- *Personal development*

Rationale

At St Mary and St Margaret's, we believe that geography stimulates curiosity and imagination within children. We as a school aim to build upon the child's "personal geography" by developing geographical skills, their understanding and knowledge through studying key themes and topics.

At St Mary and St Margaret's, geography is a valued part of the curriculum as it provides a purposeful means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people, thus promoting an interest in our own locality as well as developing an understanding of the world around us. It promotes questioning and problem solving and focuses children's attention on key and important topics such as climate change. Geography encourages children to learn through experience, particularly through practical and fieldwork activities. At St Mary and St Margaret's, we believe it is important to build a geographical curriculum that endorses the importance of looking after our environment, as well as taking ownership of our responsibilities as a school for our environment.

Aims

- For children to have an in-depth knowledge of their surrounding through learning about their own locality, and through interactions between people and environment.
- To promote and further children's interest, knowledge and understanding of contrasting localities in Britain, Europe and the world.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world around them and to respect other people's beliefs, attitudes and values.
- To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions and develop research skills to inform opinions.
- To develop interest and enjoyment of geographical experiences and build confidence and understanding.
- To recognise and understand issues concerning the environment and sustainable development.

Implementation of Policy

Geography helps children to explore the relationship between the Earth and its people through the study of human and physical geography. This enables them to make links between the environments and the interrelationship with human behaviours.

At St Mary and St Margaret's, geography involves:

- Undertaking fieldwork in the local area and places further afield in the UK.
- Comparing and contrasting land-forms, land uses, weather, seasons and ecosystems.
- The use of secondary sources to obtain geographical information, e.g. Odizzi, photos, books, videos and the internet.
- Following directions using positional and directional language, also using these to direct others.
- Naming the physical features of places, e.g. mountain, sea, beach, valley.
- Naming the human features of places, e.g. schools, buildings, churches, roads, factories.
- Using developing language to talk about their work e.g. route, scale, tide, erosion, climate, temperate, continent.

- Developing geographical skills of making observations and measuring, recording observations through maps, talk, and writing, taking photographs, sketches and diagrams.
- Using maps, globes and atlases, and interpreting photographs.
- Helping the children appreciate the variety of responses to the same basic needs (ethnic, cultural and economic) and to imagine what it might be like to experience life in other places.

At St Mary and St Margaret's we use a variety of teaching and learning styles in our Geography lessons. We use whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. Children have the opportunity to use geographical resources such as maps, atlases, globes, pictures and videos to help further their learning. ICT can also be used within lessons to help children to enhance their learning.

The objectives of geography teaching in the school are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2. The geography curriculum of the school will therefore help children to experience the following key aspects of the programme of study:

In both Key Stages 1 and 2 children should study four strands.
These are:

1. Geographical Enquiry and Skills.
2. Knowledge and Understanding of Places.
3. Knowledge and understanding of patterns and processes.
4. Knowledge and understanding of environmental change and sustainable development.

Long and medium term planning

At St Mary and St Margaret's we combine the national curriculum aims and topics from the Oddizzi geography scheme. This scheme provides a progressive and in-depth geography curriculum which we tailor to meet the needs of our children. Each of our geography topics is blocked to ensure coverage across the year groups. This can be seen in our long-term overview below. In addition to this, we also produce medium term plans that showcase the learning during that block and highlight in more detail what will be taught during those sessions. Each class teacher is responsible for writing their short-term plans for each lesson. These plans list the specific learning objectives and expected outcomes of each lesson. We have structured our geography curriculum in this way to ensure that we build on prior learning. We also ensure all children can access and build on previous skills and knowledge.

St Mary & St Margaret's Key Stage One and Two Humanities Overview

Year Group	Autumn Term		Spring term		Summer term	
One	All About Me		The United Kingdom		Where We Live	
	Geography Weather and Climate	History Living Memory	Geography United Kingdom	Geography Local Area	History Local History Study – significant events, people & places	
Two	Beach Explorers		Fire, Fire!		Zambia	Helping Hands
	Geography Continents and Oceans	Geography Hot and Cold Places	History London 1666: including The Great Fire of London		Geography Zambia	History Mary Seacole, Florence Nightingale & Edith Cavell
Three	Geography Climate Zones	History Prehistory: Stone Age to Iron Age	Geography Rio and South-East Brazil	Geography Rainforests	History The Mayan Civilisation	History The Roman Empire & its Impact on Britain
Four	History The Achievements of the Earliest Civilisations including depth study of Ancient Egypt		Geography North America	History Anglo Saxons & Scots	Geography Rivers	Geography South America – the Amazon
Five	History Viking & Anglo-Saxon struggle for the Kingdom of England (to time of Edward the Confessor)	Geography United Kingdom	Geography European Region (Athens)	History Ancient Greece	Geography Mountains	Geography Volcanoes and Earthquakes
Six	History The Battle of Britain	History Castle Bromwich at War Evacuation & Planes (Local History Study)	Geography Local Area and Region		Flexible topic linked to end of year production	

Spiritual, moral, social and cultural development

Spiritual development: By helping children to recognise beauty and diversity within the world. A geographical awareness of their locality and further afield helps children to understand and value their place within the world. Geography provides a multitude of opportunities for children to learn about unique and interesting places from around the world. It allows children to see the beauty within the world and promotes a curiosity and interest in travel.

Moral development: By helping children to evaluate their own contributions to their environment, as well as reflecting on the impact of decisions made by people on the environment. Through discussions children can learn to appreciate and respect their environment and form valid and well-structured opinions on topics such as climate change which have an impact on the future of the planet and the world that they live in.

Social development: By helping children to consider the views of others when discussing social issues such as localities, settlements and the environment. Learning about less economically developed countries and the localities that reside there helps children to understand and form opinions on social issues.

Cultural development: By exploring different countries in depth, children can gain knowledge of different cultures, learning tolerance and understanding.

St Mary and St Margaret's Approach to Geography

At St Mary and St Margaret's our geographical curriculum aims to equip children with the knowledge, skills and understanding that progress throughout the years. The topics taught build on prior learning and encourage children to utilise and enhance their skills. We also aim to ensure we nurture their spiritual, moral, social and cultural development. Enabling them to ask enquiry questions as well as forming well-structured and informed opinions are important geographical topics.

Foundation Stage

At St Mary & St Margaret's, we follow the EYFS Early Adopter framework (2020). Within this framework there are four guiding principles which shape our practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice.
- Provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult-supported;
- Provide a secure and safe learning environment indoors and outdoors.

Through the Early adapter framework, we have a focus on Understanding the world. This involves children making sense of their physical surroundings and the world around them as well as their

local community. Children are encouraged to explore, observe, question and find out about people places, technology and the environment.

Key Stages 1 and 2

At St Mary and St Margaret's, we see geography as a way of understanding the world around us and identifying our place within it. At Key Stage 1, we encourage geographical development through developing knowledge, skills and understanding in relation to our locality of Castle Bromwich and within the United Kingdom. Children are encouraged to learn about the countries that form the United Kingdom, as well as looking at capital cities. It is important that these pieces of information are embedded within KS1 so that this can be expanded on within KS2. Children are also encouraged to develop an awareness of the wider world and the people who live there.

At Key Stage 2, we aim to build on the geographical knowledge and skills that were taught in KS1. In KS2 we look at the world around us in more detail relating to people, places and the environment. We encourage children to make links between different places in the world and to find out how people affect the environment and how they are impacted by it. Children will continue to develop their enquiry skills and will continue to ask and answer geographical questions. Children will also continue to utilise their geographical skills by using maps, atlases, photographs and ICT.

Health and Safety

At St Mary and St Margaret's, children are taught:

- Safe practices in the field and how to achieve them.
- How to use equipment in accordance with health and safety guidelines.
- To behave considerately and responsibly, showing respect for other people and their environment whilst on trips outside the classroom.

Teachers:

- Ensure risk assessments are completed before any field trips are agreed.
- Discuss all planned trips with the Headteacher.
- Ensure adequate supervision is organised for all field work.

At St Mary and St Margaret's the role of the Geography Coordinator is to:

- Support colleagues in teaching the subject content and developing the detail within each unit.
- Renew, update and complement resources needed to deliver the curriculum, within budget restraints.
- Audit current practice.
- Develop assessment and record keeping ensuring progression and continuity.
- Keep informed of developments in geography education.

Assessment

At St Mary and St Margaret's, we assess the children's work in geography by making informal judgements based on observations made within lessons. These observations are further supported by end of unit quizzes which assess the students' overall understanding of the content taught throughout the term. The work produced by the children is presented within their Topic books. Once the children complete a unit of work, we make a summary judgement based on our observations, end of unit quiz results and the work that the children have produced throughout the term. This enables us to establish if they are 'working towards', 'age related' or if they are 'greater depth' within the subject. We record assessments at the end of each geography block and use the results to plan future work.

Geography and ICT

At St Mary and St Margaret's, we like to give children a range of opportunities to extend their knowledge through research and the use of programs such as Google Earth and Google Maps. We as a school feel ICT plays an integral part in the teaching and learning of geography. It allows children to view different parts of the world from the comfort of their classroom and to build a deeper understanding of themes from within their learning. ICT further supports students' ability to research and answer key enquiry questions. ICT is a valuable resource in a child's geographical education and thus enables them to experience geography in a way that they may not get to experience physically within a classroom. ICT is always readily available to teachers to incorporate into their planning as and when they feel it is necessary to support the children's learning.

Differentiation

At St Mary and St Margaret's we aim to encourage all children to be the best they can be through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through

our school. We also aim to support all learners by catering to their needs, through careful planning and continued support.

More Able Learners

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through quality first teaching which focuses on ensuring the children are challenged appropriately. We as a school aim to challenge more able learners by helping to further their enquiry and problem solving skills as well as enabling them to make connections within their learning.

Equal Opportunities

At St Mary and St Margaret's all children will be given equal access to geography irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of geography.

Resources

At St Mary and St Margaret's we have geography resource boxes containing a range of resources to aid the teaching of that subject e.g. Atlases, map, globes. Resources are audited annually and reviewed through discussion with teachers.

Monitoring and Evaluation

To monitor and evaluate geography the geography subject co-ordinator does the following:

- Supports teachers via observing and giving feedback.
- Monitors teachers' medium-term planning.
- Reviews resource provision.
- Works co-operatively with the SENCo.
- Discusses regularly with the Headteacher and (if applicable) the geography governor, the progress with implementing this policy in the school.

Disability Assessment

This policy has been written with reference to and in consideration of the school's Disability discrimination policy. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to D.Burkett