



ST CHARLES' CATHOLIC
PRIMARY SCHOOL

GEOGRAPHY
POLICY

<u>GEOGRAPHY POLICY</u>		
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Our Mission at St Charles' Catholic Primary School is to...
LOVE, LEARN, GROW TOGETHER

ST CHARLES' CATHOLIC PRIMARY SCHOOL
GEOGRAPHY POLICY

1 Aims

1.1 Geography is a valued part of the curriculum at St Charles' Catholic Primary School, providing a purposeful means for 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 through the study of place, space and environment. In Geography, pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Geography encourages children to learn through experience, particularly through practical and fieldwork activities. Our curriculum is carefully sequenced to ensure pupils develop and then deepen their understanding of key concepts over time. We have also ensured that pupils are given ample opportunities to apply their key literacy and numeracy skills in Geography.

1.2 The national curriculum for geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

1.3 Key Stage 1

Pupils should be taught about:

Location 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

Place knowledge

- 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: 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 (e.g. 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

1.4 Key Stage 2

Pupils should be taught about:

Location 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

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 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.

2 Teaching and Learning Styles

2.1 Teachers use a variety of teaching and learning styles in geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. We do this through a mixture of whole class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. We aim to ensure that children are given creative opportunities to practice, consolidate and extend skills. Children critically evaluate work and that of others. They have the opportunity to use a wide range of materials and resources, including IT/computing.

3 Geography planning

3.1 We carry out the curriculum planning in Geography in three phases: longterm, medium-term and short-term. Geography is planned through creative and purposeful learning opportunities within individual classes.

4 The Foundation Stage

4.1 We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. We plan opportunities based on Development Matters in the Early Years Foundation Stage (EYFS). The Development Matters statements for Geography can be mainly found in the EYFS Specific Area of 'Understanding the World'. The development matters statements support the curriculum planning for children aged birth to five and forms the foundations for later work in Geography. These early experiences include: exploring and investigating, drawing on their own personal experiences and observing closely using their senses.

5 Assessment and Recording

5.1 At the end of each topic the class teacher must complete a tracking assessment sheet stating if each child is working towards the expected standard, at the standard or at greater depth. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

6 Differentiation

6.1 In all classes there are children of differing ability and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. We have the highest expectations for all students and differentiation is used to scaffold activities to allow all pupils to meet the ambitious targets set out by the curriculum vision.

7 Monitoring

7.1 The Geography subject leader and class teacher are responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The subject leader is 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 leader will complete an annual action plan where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Throughout each academic year, the subject leader must undertake monitoring of Geography across the whole school. The geography leader works with senior leaders to ensure the quality of provision through a range of quality assurance including work scrutiny, pupil voice, learning walks and lesson observations. Any development issues that emerge can then be picked up with individual staff.