



GEOGRAPHY POLICY



Autumn 2021



“Shine like a lantern in the presence of the Lord.”

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Geography Statement of Intent

By addressing misconceptions, stereotypes and broadening horizons, Geography at St Bede's aims to use the known and familiar to teach our children about the unknown and the unfamiliar.

Our Aims

- To stimulate pupils' interest in and curiosity about their environment and the physical and human processes which shape places.
- To help pupils make sense of their local surroundings and the wider world.
- To foster a sense of wonder at the beauty of the world.
- To develop pupils' competence in specific geographical skills such as map skills.
- To develop an informed concern for the environment and the future of the human habitat and enhance their sense of responsibility for the care of the earth and its people.
- To encourage children to ask questions about the world around them and propose solutions to environmental problems.

Geography in the National Curriculum

The programmes of study for Key Stages 1 and 2 set out the content to be taught under the heading of Locational Knowledge, Place Knowledge, Human and Physical Knowledge and Geographical Skills and Fieldwork..

The scope of pupils' entitlement will be governed by the National Curriculum and will include:

- the acquisition of skills, knowledge and understanding about places and themes.
- the investigation of the physical and human features of their surroundings.
- the development of the skills of geographical enquiry including questioning, the use and making of maps, the conduct of fieldwork and the use of ICT.
- the study of environmental change.
- the awareness of how locations fit into a wider geographical context.
- the ability to recognise patterns and to apply their knowledge and understanding to explain them.

Implementation

Planning and delivery of the programmes of study is split into year groups:

Key stage 1 and Key stage 2 both use the rising stars scheme of work as a starting point for their Geography teaching, with various cross curricular opportunities planned to enhance of all the learning. The topics were allocated between year groups in line with publisher recommendations but the order in which they are being taught has been selected to maximise the impact and outcomes for the children. There is a clear progression of skills across the school which will allow skills to become embedded children confident in their application.

Incidental opportunities to teach Geography are taken and maximised through assemblies, English, numeracy, themed days, PSHCE and ICT.

Early Years Foundation Stage study geography under the heading of **Understanding the World**. They build up their concepts of place through stories, drama, artwork, ICT, PSHE and outings. They increase their observation skills and use their senses to identify features of the world around them.

At each planning stage opportunities have been provided to carry out a detailed study of a locality, to undertake fieldwork, to use ICT and to carry out more systematic geographical enquiry. Resources have been purchased and will continue to be investigated to ensure all opportunities for local learning can be fully investigated, with cross-curricular opportunities used when appropriate. Across the school

there is a sustained effort to ensure that the context for all of the teaching makes the learning accessible and relevant for all children at St Bede's.

Teaching

Geography is timetabled for three of the six yearly half terms min Key stages 1 and 2. Geography in the Early Years Foundation Stage is topic based. There are also themed days throughout the year, where there is often a geographical focus. In the summer term, an opportunity will be given to have a school wide focus on geography skills and gaps in the children's prior knowledge, often with a link to a national or international popular event

The enquiry approach is fundamental to effective teaching and learning at all Key stages and is a requirement of the programme of study.

An enquiry approach will normally include:

- Formulating and asking questions
- Collecting relevant data from both primary and secondary sources
- Selecting, analysing and interpreting data
- Presenting findings in a variety of forms
- Drawing conclusions based on findings
- Evaluating the enquiry

Geographical enquiry is mainly teacher structured in Key stage 1 and in Lower Key stage 2 but there are opportunities provided for more independent work in Upper Key stage 2.

The variety of teaching methods needed to match the abilities and interests of pupils is likely to include the following:

- Whole class teaching
- Group/pair work
- Individual work
- Fieldwork opportunities
- Knowledge provided by teacher
- Practical activities
- Lines of enquiry pursued by groups and/or individuals
- Use of a wide range of media - radio, tape, video, film, music and TV
- Use of reference materials including maps, atlases, information leaflets and books
- Role play and drama, particularly in the context of situations focusing on current environmental issues
- Use of ICT
- The effective use of questions which extend a child's thinking and the encouragement of answers which demonstrate a degree of reflection and analysis
- Teaching of geographical skills

Fieldwork

Geographical work can be carried out outside of the classroom using the local area and further afield. This is to enrich the children's education and to give them a broader perspective of places. When appropriate, internet based software will be used to help the children gain an understanding of the world outside their local surrounding This will specifically enable to the children to broaden their horizons and gain a firmer understanding of the unknown.

Planning and Progression

Planning is taken from a purchased scheme of work (Rising Stars) and adapted by class teachers for their current year group and any potential cross curricular opportunities that have arisen. (see Appendix I), which ensures coverage of the necessary key skills across each Key stage. The teacher ensures that differentiation, activities and resources needed are all planned for. Gaps which have been identified, whether it be specific factual recall or broader concepts, will be addressed through regular starters (3Ps), end of topic evaluations and focus weeks where they the skills for each year group can be tied to a significant event of local, or national interest.

Expectations

These specific expectations are which we expect all children to achieve by the end of every Key Stage. Please see the appendix 1, 2 and 3 where the cross curricular opportunities and curriculum covered is shown.

By the end of the Reception year, most children should be able to:

- show curiosity and interest by exploring features in the place they live and the natural world
- to look at similarities, differences, patterns and change in their local environment
- use appropriate vocabulary to describe observations and express opinions about different environments

By the end of Key Stage 1, most children will be able to:

- describe the main features of localities and recognise similarities and differences
- recognise where things are and why they are as they are
- express their own views about features of an environment and recognise how it is changing
- find out about places and environments by asking and answering questions, by using their own observations and other geographical enquiry skills and resources

By the end of Key Stage 2, most children will be able to:

- explain the physical and human characteristics of places, and their similarities and differences
- know the location of places in the United Kingdom, Europe and the World
- explain patterns of physical and human features including similarities and differences across countries
- recognise how selected physical and human processes cause changes in the character of places and environments
- describe how people can affect the environment and explain the different views held by people about environmental change
- undertake geographical enquiry skills, resources and their own observations

Cross-Curricular Issues

Whilst geography can be approached in a subject-specific manner, our key aim is to capitalise on learning opportunities presented through other areas of the curriculum, particularly English, Maths, PSHE, ICT and Science.

Studying places and environment provides opportunities for English development (e.g. reading stories, creative and factual writing, instruction writing for journeys, comparison between areas in different eras and countries, discussion) whilst many geographical investigations allow children to measure, record and manipulate numbers (e.g. in compiling weather records, undertaking shopping surveys). Geographical work can provide pupils with an excellent opportunity to use databases, word-processing software and the internet.

Because of its focus on places and environments in different parts of the world and on issues which arise about how these are changing, geography provides a vehicle for environmental education, citizenship and learning about other cultures.

Assessment

All pupils will be assessed by the teacher in order to cater for the needs of the pupils and plan future work. Children are assessed against the Rising stars and national curriculum outcomes at the end of each unit with an assessment being made against whether the children are working towards, in line with, or a greater depth within the expected standard. Every child is given a summative level at the end of the school year against the skills listed in the skill matrix (see appendix). Assessment will be used in order to inform the Headteacher, teachers, parents and governors of the pupil's achievements. Teacher assessment will include observation and discussion with pupils during written and practical work. (See Appendix II 'Teaching and Learning of Geography and History' for recording procedures)

3Ps

Throughout the teaching of a topic, regular assessment opportunities will be presented to the teacher to test the children's understanding of all aspects of the geographical understanding. In week one, week three or four and week six of a geographical topic, the children will be given three questions to test the children's understanding of their present topic, a previous topic from the current year group and a past skill which should have been covered earlier in their school. It is anticipated that gaps will exist when looking at past learning as there will be a gap in learning expected from the current scheme of work and skills and those that may have been taught through the QCA scheme of work.

Inclusion

It is the responsibility of all teaching staff and support staff to ensure that all pupils irrespective of gender, race or ability have access to the Geography curriculum and make the greatest possible progress. Geography provides opportunities for teaching non-stereotypical descriptions of developing countries and people living in these areas.

Special Needs

The class teacher differentiates by careful planning to adapt resources to suit pupils with specific special education needs and by making use of support staff.

Role of Subject Leader

The Subject Leader will review and contribute to teacher's planning and develop a policy and scheme of work matched to ensure the delivery of the National Curriculum. The Standards Leader will assist staff by planning and leading INSET activities, providing advice, in-class teaching support and monitoring and maintaining the condition and availability of resources and the Geography curriculum budget. The Standards Leader's responsibility for monitoring and evaluating includes:

- analysis of pupils' access to Geography including resourcing
- monitoring assessment
- monitoring children's work
- pupil interviews
- collecting and responding to pupil and teacher evaluations
- leading curriculum review meetings

Citizenship

Provision for some aspects of PSHE can be made through Geography. This area of the curriculum gives children the knowledge, skills and understanding to respect the differences between people, and helps prepare them to play an active role as citizens in the future.

The children are given opportunities to discuss and study our own locality, and places in different parts of the world, including less economically developed countries and topical issues concerning our environment.

Wherever possible, they also take part in fieldwork, which gives the children opportunities to plan and work together, developing and maintaining relationships in a range of circumstances.

Evaluation

Pupils' work will be continually monitored. The subject co-ordinator will collect pupil evaluations from a top, middle and low achiever from each class and 2 pieces of work (at the end of each topic.) Teaching methods will be adapted when necessary to ensure the progress of individual children or groups of children. Year group meetings, together with whole staff meetings, will be used to evaluate and review the policy and practice.

Our policy statement reflects current practice and thinking. It is dated and will be reviewed by the whole teaching staff and governors.

Resources

All physical geography resources are kept in the KS1 and KS2 Resource cupboards.

Measuring instruments that may be used in Geography or Science lessons such as thermometers and wind vanes are kept in the Science Resource cupboard. We have a good supply of geography topic books, and there is a range of educational software to support children's research in classes and recommended websites are listed in Appendix 4

Wherever possible, technology is embraced within the teaching of geography whether it be to use websites to find and research unknown places or look up places through the ages and make historical comparisons.

Appendix 1 – Key Stage 1 Progression and coverage map.

		Year 1 - Unit 1 = Our Local Area	Year 1 - Unit 2 - People and their Communities	Year 1 - Unit 3 - Animals and their Habitats	Year 2 - Unit 1 - Weather	Year 2 - Unit 2 - Journeys - Food
Locational 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 Knowledge						

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.						
Geographical Knowledge						
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.						
Use basic geographical vocabulary to refer to 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 (for example, near and far; left and right), to describe the location of features and routes on a map.						

<p>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.</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>						

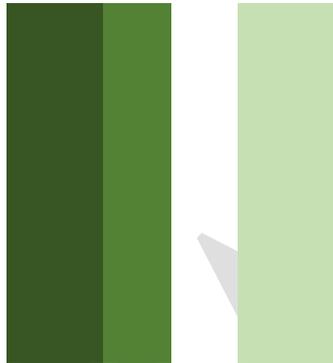
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Appendix 2 – Lower Key Stage 2 Progression and Coverage Map

Year 3 - Unit 1 - Climate and Weather	Year 3 - Unit 2 - Our World	Year 3 - Unit 3 - Coasts	Year 4 - Unit 1 - The Americas	Year 4 - Unit 2 - Rivers and the Water Cycle
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Locational Knowledge

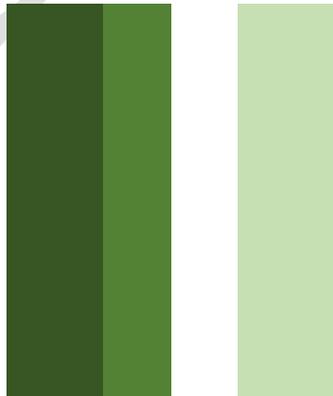
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.



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).



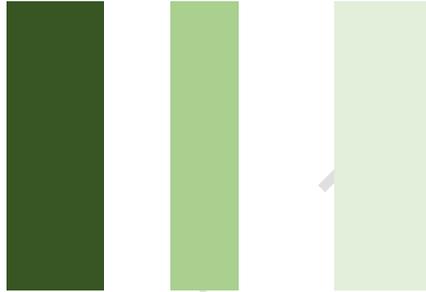
Place Knowledge

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.

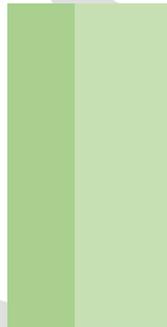


Human and Physical Geography

Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

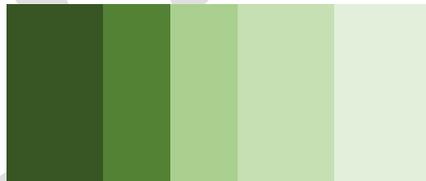


Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.



Geographical Skills and Framework

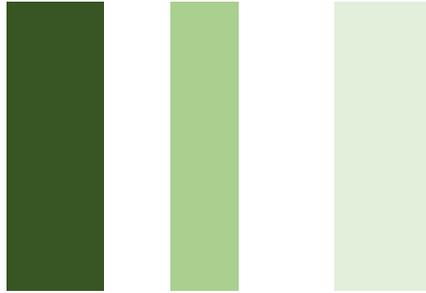
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.



Use the eight points of a compass, four/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, 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.



Appendix 3 – Upper Key Stage 2 Progression and Coverage Map

		Year 5 - Unit 1 - Changes in our local environment	Year 5 - Unit 2 - Europe - a study of an alpine region	Year 5 - Unit 3 - Journeys - Trade	Year 6 - Unit 1 - South America - The Amazon	Year 6 - Unit 2 - Protecting the Environment	Year 6 - Unit 3 - Our World in the Future
Locational 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 Knowledge							
Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.							
Describe and understand key aspects of 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 Field Work							
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.							
Use the eight points of a compass, four/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, 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.							

The Teaching and Learning of Geography and History.

We use the Rising Stars Schemes of work for both Geography and History, which is accompanied by a range of adaptable resources. All planning is sourced online and downloaded, edited and adapted by each teacher to the St Bede's planning format to ensure it is appropriate for the needs of each class.

ORGANISATION AND PLANNING:

Teachers take their learning objectives, planning and inspiration from the Rising Stars scheme of work. The teacher must ensure that differentiation, activities and resources needed are all planned for and adapted to the topics being taught in class and the needs of the children.

Geography resources such as world maps, maps of British Isles, European maps, OS maps and aerial photo's are located in the Key Stage 1 and 2 resource rooms. History topic boxes are labelled and stored in the Key Stage 2 resource room.

In the first week of a new topic it is suggested teachers plan a 'wow' lesson, this will trigger enthusiasm and excitement about the new learning that will be taking place. This is followed by a 'Knowledge Harvest' and is used by the teacher to assess how much the pupils already know about the topic they will be studying. A mind map may be constructed as a whole class or individually as a starting point. This lesson also gives pupils the opportunity to voice their interests and have some control over which direction their learning will go.

The children will record their work in Geography books, unless it is being taught as part of another subject, in which case, it should be indicated on the weekly plans where the work will be recorded.

ASSESSMENT AND MONITORING:

At the end of each topic children will evaluate their learning. This can be written in their Topic books under the appropriate headings. The children will be assessed by the teacher against the expected outcomes and learning intentions and taken from the Rising Stars Scheme of work. The children's understanding and learning will be judged from their answers to their 3ps assessments which will take place throughout the topic, the "Big Finish" piece of work in the final week of a topic and is completed independently. When appropriate, children may benefit from Cross-curricular opportunities within their Geographical understanding and their time-to-shine work may be used to judge understanding and progress. Assessment sheets for each topic can be found in the subject folders. Teachers will need to drop their class list into the sheet and record their attainment in relation to the expected outcomes. Teachers will also carry out an evaluation of the unit, retain a copy for their folder and hand a copy to the subject co-ordinator.

The subject co-ordinator will collect pupil evaluations from a top, middle and low achiever from each class and 2 pieces of work.. The subject co-ordinator will occasionally be dropping into classrooms to interview individual children, take their photograph and, again, use this as part of the running audit and as evidence for the subject folders. Weekly plans will also be subject to occasional scrutiny.

www.mapzone.co.uk (Ordnance Survey)

www.ordnancesurvey.co.uk (Education)

www.teem.org.uk (Interactive Atlas)

<http://uk2multimap/streetmap>

www.webshots.com

[www.digitalbrain.com/document server/admin](http://www.digitalbrain.com/document_server/admin)

www.curriculum_visions.com

Google Earth

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