



Geography Policy 2019-2020

1 The **intent** of our Geography Curriculum at St Mary's:

Our high-quality geography education at St Mary's aims to inspire in pupils a curiosity and fascination about Rothwell, Leeds, Yorkshire and the people who live there as well as people and places beyond. We aim for this knowledge to remain with them for the rest of their lives.



The **aims for implementation** of our curriculum for geography at St Mary's:

To ensure that all pupils:

1. develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these change over time
2. are competent Geographical explorers, using “fieldwork” and “enquiry” to find out about places in an increasingly independent way, using a progressive range and development of mapping skills and vocabulary to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



2 **Quality of Teaching:**



2.1 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 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 in geography lessons where this serves to enhance their learning. Children 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 children in applied geographical activities, for example research of a local environmental problem, or use of the Internet to investigate a current issue.

2.2 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 working towards a mastery of the curriculum;
- 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.

3 Geography Curriculum Planning 2019-2020

3.1 The school uses the New National Curriculum as the basis of its curriculum planning. The long-term plan has been written to the local circumstances of the school and is bespoke to the children of Rothwell in 2019-2020. The knowledge and skill content is outlined in our detailed long term plan displayed on our school website for each year group (see example below). We aim 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 (including a local farm in EYFS, Rothwell in KS1, Filey in Year 5).

<p>Home sweet Home Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Rothwell)</p>	<p>York, Great Britain Place Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Kenya Place Knowledge Name and locate the UK and Africa 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 (Kenya)</p>
<p>Human and physical Geography Identify seasonal and daily weather patterns in the United Kingdom, use basic geographical vocabulary to refer to key physical features, including hill, river, soil, valley, vegetation, season and weather key human features, including city, town, village, mill, farm, house, office, shops, church, school, reservoir, road, motorway Geographical skills and fieldwork Use locational and directional language (for example near, 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. 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</p>	<p>Human and physical Geography Identify seasonal and daily weather patterns in the United Kingdom 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. 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, 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.</p>	<p>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, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, city, town, house, port, harbour 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, far, left and right) to describe the location of features and routes</p>

3.2 Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term planning maps the geography knowledge studied in each term during each key stage. The subject leader (S Leonard) works with all teachers to devise this plan.

3.3 Our medium-term plans give details of each unit of work for each term. Each class

teacher is responsible for writing the medium and short-term plans for each lesson. These plans list the specific learning objectives and expected outcomes of each lesson. The subject leader reviews these plans. In this way we ensure that children have complete coverage of the National Curriculum.

3.4 We plan the topics in geography so that they build on prior learning in a progressive and sequenced way logically from entry to Year 6. Children 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.

4 The Foundation Stage

4.1 We teach geography in reception classes 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 knowledge and understanding of the world, through activities such as investigating around their school environment, researching different environments eg chilly places, or going on simple fieldwork and drawing simple maps and plans.

5 The contribution of geography to teaching in other curriculum areas

5.1 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 English are geographical in nature e.g. non-fiction focus on Rothwell in Year 5 in Autumn 2. This is because we believe that these activities develop the children's speaking and listening skills; reading skills and writing abilities.



5.2 Mathematics- The teaching of geography in our school contributes to children's mathematical understanding in a variety of ways. We teach the children how to represent objects with maps. The children 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.

5.3 Personal, social and health education and citizenship (PSHCE). 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, children study the way people recycle material, and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We allow them to organise campaigns on matters of concern to them, such as helping the poor or homeless. Thus, geography in our school promotes the concept of positive citizenship.

5.4 Spiritual, moral, social and cultural development; We offer children 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 children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world, and we introduce the concept of 'stewardship' in relation to sustainable development, linking this to our RE curriculum at several key points across the school curriculum. Through teaching about contrasting localities, we enable the children to learn about virtues of tolerance and understanding, and possible inequalities and injustices in the world. We help children 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 children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

6 Geography and computing

6.1 Computing enhances the teaching of geography in our school significantly, because there are some tasks for which computing is particularly useful. It also offers ways of impacting on learning which are not possible with conventional methods. Software is used to animate and model geographical concepts, and to allow children to investigate processes which it would be impracticable to do directly in the classroom. Children use computing to record, present and interpret data, to review, modify and evaluate their work, and to improve its presentation. Children learn how to find, select, and analyse information on the Internet and on other media.

7 Geography and inclusion

7.1 At our school we teach geography to all children, whatever their ability and individual needs. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see individual whole-school policies: Special Educational Needs; Disability Non-Discrimination; Gifted and Talented; English as an Additional Language (EAL).

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

7.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to geography.

7.4 We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, such as a



visit to a river, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

8.1 Children 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 based on their investigations of different sources of energy. 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. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

8.2 We assess the children's work in Geography while observing them working during lessons. Geography is assessed in accordance with the school's assessment policy. This enables the teacher to make an annual assessment of progress for each child, recorded on target tracker. We pass this information on to the next teacher at the end of each year.

8.3 The subject leader from 2019-2020 aims to keep samples of the children's work in a portfolio which shows the expected level of achievement in geography in each year of the school. These will be aligned by July 2020 to the GA benchmarking materials in order that they reflect the high expectations of the national body for Geography

9 Fieldwork

9.1 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.

9.2 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. We also offer the children in year 1 a local area study, Year 5 a study of Filey as well as an overnight residential in local ancient forest. In Year 6 to study Robinwood as a contrasting locality through a 3-day residential in Warwick.



10. Monitoring and review

11.1 The monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the subject leader. This year, this is Miss Siobhan Leonard, the school's headteacher, who has a specialist degree in Geography. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Geography and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, budget and planning annually. It involves creation of a plan of implementation with regular review.

11.2 This policy will be reviewed at least every two years.

13th October 2019

S Leonard

Subject Leader for Geography at St Mary's Catholic Primary School

