

Geography Policy



Costock CE Primary School

Where every child is a star! 

'As God's children, we shine like Stars' Philippians 2 v.15

Our Promise

Every day at Costock Church School we are experiencing and learning;

Service to God, each other and ourselves, Truth, Agape and Respect

As we leave each day we take these Christian Values with us

Approved by:	SLT	Date: Autumn 2023
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1. Purpose of the policy

This policy reflects the aims and values of Costock C of E Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- › Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- › Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- › Provide clear information to parents and carers about what their children will be taught
- › Allow the governing board to monitor the curriculum
- › Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Construction of Curriculum (Intent)

At Costock C of E we believe that Geography helps to provoke 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 Costock 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. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

3. Aims and outcomes

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 process specified in the relevant programmes of study.

The aims of geography are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

4. Teaching and learning

Geography is taught in mixed-age classes by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of geography might involve:

- › Whole-class teaching
- › Small group discussions
- › Reading from textbooks
- › Reading maps, atlases and globes
- › Looking at aerial photographs
- › Individual projects/research
- › Role play
- › Field trips
- › External speakers

The above list is not exhaustive and should be adapted to your context.

5. Curriculum overview

Here at Costock, pupils will follow a geography curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, observe and record. Pupils will have a coherent understanding of locational, place and human geography as well as the geographical field skills that underpin them. Children will know more, remember more and understand more.

5.1 Early Years Foundation Stage (EYFS)

During Reception Year, pupils will begin to build their mapping skills by looking at settings from familiar books we know. They also begin to learn about the wider world through their communities which will be explored and shared in class. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs. Pupils should be taught about:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

5.2 Key Stage (KS) 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs. Pupils should be taught about:

- 1) 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
- 2) 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
- 3) 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, including: city, town, village, factory, farm, house, office, port, harbour and shop
- 4) 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.

The topics we teach in geography are outlined in the programmes of study/curriculum map for history (see section 5.4).

Detail of programmes of study/curriculum maps can also be found on the school website

5.3 Key Stage (KS) 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as

maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized. Pupils should be taught about:

- 1) 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)
- 2) 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
- 3) 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
- 4) 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.

The topics we teach in geography are outlined in the programmes of study/curriculum map for history (see section 5.4).

Detail of programmes of study/curriculum maps can also be found on the school website

5.4 Programmes of study

The included subject examples are taken from the National Curriculum for Geography:

	Autumn term	Spring term	Summer term
EYFS	Adventures outside	Exploring Maps	My Community
Year 1/2	What is it like here?	What is the weather like in the U.K?	What is it like at the coast?
Year 3/4	Why do people live near Volcanoes?	Why are Rainforests important to us?	Where does our food come from?

Year 5/6	What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?
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6. Cross-curricular links and SMSC

English- Geography makes a significant contribution to the teaching of Literacy in our school, because it actively promotes the skills of reading, writing, speaking and listening. Some of the texts that we use in literacy lessons are geographical in nature and we encourage the children to broaden their reading, through geographical fiction and non-fiction books. The use of geographical language is reinforced to promote vocabulary development and at Key Stage 2, children have debates on environmental issues, because we believe that these develop speaking and listening skills further. Children's speaking and listening skills will also be developed in question and answer sessions and the different levels of questioning in the EYFS and KS1 classes, will support the promotion of increased speaking and listening development, e.g. What is it? Where is it? How did it get like this? We also use environmental issues as a way of developing the children's writing ability by asking them to produce- reports, letters of complaint, informative letters, diaries and journals, which have a geographical focus.

Maths- Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study directions, 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.

Computing- We use computing in geography teaching where appropriate. Children use computing in geography to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it.

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, through teaching about contrasting localities, we enable the children to learn about inequality and injustice 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. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions, during the programme of study.

7. Assessment and recording

7.1 Assessment

Costock C of E Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Children's progress is monitored through achievement of the learning objectives from our 'Kapow' Curriculum. The assessment of geography is based on our assessment tool that marks each child against the learning objectives to the band of achievement outlined below. The assessment sheets then inform teachers and future planning.

Formative assessment

Formative geography assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment

Summative assessment is completed termly, based on the geography skills that the medium-term plan requires as a key focus.

At the end of each school [term/year/Key Stage], pupils will be assessed within 1 of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

Marking

Children receive regular feedback and] marking follows the school's marking policy.

7.2 Recording

In Geography, pupils will record their learning in the following ways:

- Topic books or folders
- Reception-Individual Learning Journey

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Textbooks and other equipment

We have a wide range of text books, such as atlases and interactive boards to access the internet and use tools such as 'google earth' as a class and there is a wide range of geographic material in the school library.

8.2 External speakers, local museums, trips

People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbors or representatives of the local community. Each class will also take a school trip or residential each year that will have cross curricular links to the geography curriculum.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans

- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Link governor

The link governor responsible geography at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Monitor the completion of homework

10. Inclusion

Teachers set high expectations for all pupils in geography. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study geography, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers set suitable challenges, making sure high expectations are set for all pupils.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in geography.

At Costock we have a class set of iPads that can be used for google translate within lessons to ensure learning opportunities are not lost.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- SEND policy

12. Monitoring and review

This policy will be reviewed by SLT every 3 years or sooner if required.