



# GEOGRAPHY

## POLICY

### Definition of Geography

Children are interested in the world around them in which they live. The study of Geography is of places and the relationship between people and their environments. The study of Geography makes a valuable contribution to their understanding of all aspects of life giving a sense of location and place. We value Geography in its own right.



### Mission Statement

#### Loved

We love one another as Jesus taught us - our friends, our families and those who we may never meet.

#### Valued

We value everyone - everyone is important; pupils, staff, parents, governors and members of the community- no matter their race, religion ability or need. We try to live like Jesus taught us.

#### Challenged

We challenge each other - not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others' needs and challenge each other to be better people.

## Our Intent

At Holy Cross Primary CVA, the **intent** is to offer a knowledge-rich curriculum which is broad and balanced and ambitious. We are providing a Curriculum based on our Motto of Loved, Valued, Challenged that is rooted in Gospel values, Catholic Social Teaching principles, is knowledge rich and ambitious for all our learners. Our new curriculum follows seven themes that will allow our children to develop deeper knowledge and understanding in as they progress through each year group.

Our Geography Curriculum will build on the knowledge and understanding of all children, whatever their starting points, as they progress through each Key Stage. We teach our Geography Curriculum according to the objectives set out in the National Curriculum and our Curriculum is designed to support and to ensure we are delivering a 'Curriculum Inspired by Christ' linked to two of our seven school themes of Conservation and Farming.

At Holy Cross Primary CVA, we teach, plan and value a high-quality Geography education in line with the National Curriculum which will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our teaching will equip 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. We intend to ensure that pupils' study and experience different cultures and develop their understanding of countries and continents, locational and place knowledge, and geographical concepts to promote understanding of changes to, and their influence on the world in which they live.

## Curriculum

Through our teaching of the geography across the whole school, we will ensure:

- That each new topic is introduced with a 'wow' to the topic to ensure engagement.
- That each lesson is introduced with 'a big question' type enquiry question. This follows the introduction of new topics in our Come and See – Religious Education – topics.

All of the children will learn about 4 types of geography within each year group:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

**Early Years Foundation Stage provision should enable pupils to:**

- 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.

**In Key stage 1, pupils should be taught:**

**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 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
- identify key physical features and key human features.

**Geographical skills and fieldwork**

- use world maps, atlases and globes
- use simple compass direction and locational and directional language 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
- use simple fieldwork and observational skills to study the geography of their school and its grounds

**In Key stage 2, pupils should be taught:**

**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 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

**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
- 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.

# Curriculum Implementation

## Teaching & Learning

We aim to implement a versatile geographical curriculum which can be accessed by all by using a range of teaching and learning styles and strategies which are age appropriate and to the ability and age of the children in our care.

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 questions to focus each lesson. 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, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in discussions, and they present reports/research to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

Our curriculum is built upon our knowledge-rich curriculum and retrieval practice where the children are exposed to previous learning from last week, last lesson, last month and last year. This encourages them to build on their knowledge from one year to the next.

Geography is taught in blocks on a half-termly basis to allow children to continually access their geographical knowledge from their long-term memory and embed their skills but also to achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school.

Knowledge Organisers have been introduced to provide children and parents with key facts and information that will be taught for each topic. These will be used during lessons but also set for homework to embed basic knowledge and understanding of a topic. Parents are encouraged to support work in geography through discussion and using these Knowledge Organisers. Regular topical newsletters are also sent home on a termly basis.

The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The learning intention for each lesson is informed by the National Curriculum and children are guided towards this within each lesson through the use of a key question WALT – We Are Learning To – which they assess at the end of the lesson by indicating their understanding with an orange or green spot next to the WALT. Teaching and learning in geography is supported by resources, including specific use of atlas', videos, Google Earth, non-fiction topic books. Outdoor learning is planned for and progressive throughout the school and programmes of work are embedded with key knowledge, which itself has been mapped, along with key skills, to support affective assessment and ensure progression across the school.

It is encouraged that teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork, trips in the local community, such as orienteering at Sherwood Forest/Brackenhurst, walks on the Linby Trail. When sessions lead to leaving the school grounds staff must adhere to the Nottingham City Authority Risk Assessment procedures using Evolve.

### EYFS

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed according to the Development Matters Attainment targets.

### Key Stages 1 and 2

At Key Stage 1, Geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there and developing an awareness of the wider world through cross-curricular topics.

At Key Stage 2, Geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world through topics.

## Assessment and Reporting to Parents

Each unit of work will have specific assignments to assess the breadth of geography covered. This can be assessed through an end of topic activity; quiz, presentation, power point, discussion, big write. Individual children are assessed against main learning objects within the topic on a traffic light system of orange and green, taken from the National Curriculum statements. Teacher's record the progress made by children against the learning objectives for their lesson by assessing if they have achieved the key question of the WALT. Children and staff will assess their learning against objectives on our objective logs which are located in each child's geography book to mark the beginning of each new year group.

Supportive and constructive feedback is often verbal and is provided to all pupils.

Children are also encouraged to evaluate their own work and that of others, identifying strengths and areas for improvement.

Reporting to parents occurs annually with a written report. End of year assessments are handed onto receiving teachers for the new academic year.

## Monitoring

The geography coordinator and senior management are responsible for observing practice and monitoring the quality and impact of geography teaching and learning.

Monitoring throughout the school takes place whereby the subject leader:

- Planning – checking for coverage of knowledge, supports teachers via discussion of our new whole-school progression map to adapt and make changes if necessary.
- Reviews children's work and provides feedback.
- Pupil voice.
- Reviews resource provision.
- Discusses regularly with the Headteacher, the progress implementing this policy within school.
- Informs Link Governors of updates and changes.

The geography development plan is reviewed with the head teacher and staff. Recommendations for development are recorded as part of the on-going school self-evaluation programme and through whole-school progression.

## Ideas for Families to Develop their Child's Interest in

- ✓ Visit local areas of interest to observe physical geography; Brooke Farm, Bulwell Bogs, Bestwood Country Park, Newstead Abbey.
- ✓ Visit local parks to observe human geography; Titchfield Park and visit city centres to observe this too.
- ✓ Walks in the local area; Lindy Trail.
- ✓ Useful websites:

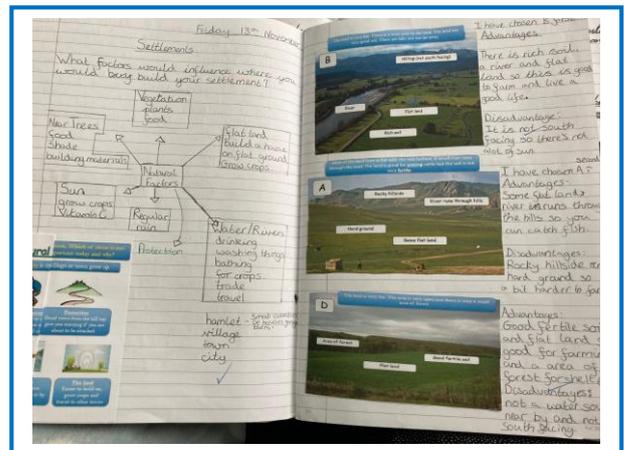
Google Earth

<https://www.natgeokids.com/uk/>

<https://www.ducksters.com/geography/>

<https://www.kids-world-travel-guide.com/>

<https://world-geography-games.com/>



## Priorities for 2021-22

- Subject Leader CDP opportunities.
- Source resources to support children's learning.
- Source good quality geography texts where possible.
- Increase the use of the local area.
- Half-termly curriculum reviews to assess topics taught in the previous half-term allowing for staff voice and input into any curriculum changes/adaptations.
- Amend, adapt and review whole-school progression where necessary.