

# St Matthew's C of E Primary School

## Geography Policy

*"Without Geography, you're nowhere"*

Unknown

*Our mission statement:*

*We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. As a Christian school, we endeavour to develop the spiritual and moral values of all members of the St. Matthew's family, and a meaningful, loving relationship with God. We want our children to be cheerful and independent individuals who reach their potential and are proud of their achievements. We hope to develop confident, caring citizens who are well prepared to enjoy happy and rewarding lives.*

*Our motto: Live, Love, Learn*

### Introduction

Geography is a valued part of the curriculum, 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. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment. At St. Matthew's Primary School, we believe it is important to build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help our pupils to know more, remember more and understand more about the world around them. Our school policy is developed in accordance with the National Curriculum for Geography and Foundation Stage Curriculum for Understanding of the World. Throughout this Policy, the term 'Geography' includes the Knowledge and Understanding elements of Foundation Stage Curriculum, alongside National Curriculum Geography for Key Stage 1 and 2.

### Our Intention

At St. Matthew's Primary School we strive to provide our children with the opportunities to become global citizens, deepening their interest and wonder in exploring their own place in the world. We believe it is important to provide pupils with a real connection that links with their lives, their futures and their world. Fieldwork is an essential part of this. The locality from which our pupils come from is also central in achieving this. We aspire to increase knowledge about the Human and physical Geography of Blackburn, the surrounding areas and the wider world through interesting and exciting topics. As well as this, we intend:

- For children to be expert map interpreters and enable them to know and understand environmental issues and world events at a local, regional and global level
- To show our pupils how they can contribute to a sustainable environment.
- To endeavour to increase children's knowledge of other cultures and, in doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To deliver the curriculum using an extensive base of geographical knowledge and vocabulary
- To spark a life-long interest in the hearts and minds of our pupils.
- Play our part in encouraging the future generation to view the world with passion and the endeavour to do good by it.

### Implementation

We have taken the National Curriculum expectations and have planned a uniquely thought out scheme of work that is bespoke to the pupils in our school, thus, creating a more meaningful learning experience. The themes children are taught from class to class build up the contextual and conceptual knowledge that is needed to make them efficient geographers.

- Our school implements the geography curriculum through a topic-based approach and where this is not possible, through discrete geographical teaching.
- Teachers are provided with an additional three planning days per year in addition to their PPA, to plan their curriculum.
- As part of this planning process, teachers plan the following: A knowledge organiser which outlines knowledge (including vocabulary) all children must master and apply in lessons; A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the geographical skills suited to the age group and trips and visiting experts who will enhance the learning experience

- Every teacher has timetabled Geography sessions at least 3x per week to deliver the Geographical content of their topic
- Foundation Stage planning for Knowledge and Understanding of the World shows how we engage our Reception children in early geographical learning experiences. This shows how Geography fits into our whole school organisation and how we have linked blocks of work so that they are more meaningful and contextualised.
- Each topic covers the objectives from the four strands mentioned in the National Curriculum. These are: Locational knowledge; Place knowledge; Human and physical geography and Geographical skills and fieldwork
- Each unit of work also details the specific Geography skills and the specialist vocabulary that is to be taught
- We make extensive links with the locality and features within it and in some units this is integral to the geography learning that the pupils will undertake
- Knowledge organisers are used in a Phase specify key learning for pupils to reflect, revise and build upon and the work undertaken by the pupils are recorded in their Geography books
- Geographical teaching may make use of current news items that are relevant to the learning of the subject.

## The Impact

Through their discussions, work and on-going assessments our pupils will demonstrate:

- Sound knowledge of their locality and of the places studied.
- The ability to answer questions about how they are global citizens and will reflect on their deepened interest and pride in exploring their own place in the world.
- An increased understanding of the interconnections between how people and the environment interact.
- The ability to think critically, think spatially, use maps, visual images and new technologies, including geographical information systems to analyse and present information.
- That they have an adept understanding of their responsibilities within their own society whilst also having a coherent insight into the sustainability of a dynamically changing world.

## Curriculum

### **Early Years**

Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing geographical understanding. This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- begin to know about their own cultures and beliefs and those of other people;
- find out about their environment, and talk about those features they like and dislike.

### **Key Stage 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. By the end of Key Stage 1, they know about the United Kingdom, the surrounding bodies of water, the differing continents and the location of hot and cold places.

### **Key Stage 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, including history, science and computing.

### **Ensuring continuity and progression in learning**

Whilst knowing more is an integral part of continuity and progression it is nevertheless just one element of it and merely sequencing subject content will not ensure on its own that our pupils become better geographers. To ensure continuity and progression for all pupils the curriculum is carefully organised from EYFS – Year 6 to ensure that our pupil's knowledge and understanding of geography develops because:

- Expected subject outcomes in terms of developing as a young geographer increase in complexity and level of challenge as detailed above and are used as the starting point for all planning of content delivery and learning and teaching enquiries;
- There is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the National Curriculum;
- The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
- The mastery and application of geographical tools and skills occurs in more precise and complex contexts;
- The focus of what pupils learn becomes gradually more issues based enabling them to explain links, patterns and processes and be more informed and mature in their thinking and self-reflection in terms of recognising the importance of attitudes and values about contested matters;
- As well as the above, the pupils will take their Geography books to the following year and this will provide another means of ensuring continuity and progression across a phase/stage

### **Fieldwork**

Where possible, teachers enhance the learning by organising fieldwork trips in the immediate locality or the surrounding areas around Blackburn. Any trips further afield will need to be organised following the Schools procedure for trips and visits.

### **Technology**

At our school, the teachers use a range of technologies to illustrate Geographical teaching. We use Bee-Bots, digital cameras, online webcams, live links and Google Earth. Data-loggers will be used for when observing and recording weather patterns. 'Digimaps For Schools' is incorporated in the teaching and illustrating of mapping skills.

### **Health and Safety**

The School's policy for visits and excursions will be adhered to for all trips. A copy of the Health and Safety policy can be found in the school office. This is supplemented with the Local Authority's guidance concerning Educational Visits.

### **Record Keeping and Assessment**

The Geography co-ordinator will oversee planning and monitor pupil's work. At the end of each unit, the key knowledge, understanding and where appropriate fieldwork skills will be assessed by the class teacher. The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level and a step will be given on our School's recording template on Target Tracker

Assessment will be undertaken using the following methods:-

- Observation of pupils
- Talking with pupils
- Marking written work
- Self-assessment
- Peer assessment
- The evaluation of discussion

Please also refer to the School Assessment Policy.

## **Equal Opportunities**

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy.

The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching Geography. A copy of the school's equal opportunities policy can be found in the school office.

## **Role of the Subject Leader**

The Subject Leader for Geography leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Identifying training needs of staff through monitoring and performance management review.
- Keep up to date with matters relating to Geography by attending SIG network meetings.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas and provide training as and when this is require
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching through the concept lens' that underpin Geography.

**Revised and accepted by the Governors July 2020**

**Last reviewed: July 2020**