



Geography Policy

Our Vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting *life-long learning*
Developing *life-giving relationships*
Exploring *life-enhancing faith*
Inspiring *life-enriching aspiration*

Introduction

This policy outlines the purpose, nature and management of the Geography taught and learned in our school. Geography is a foundation subject within the National Curriculum.

1. Aims and objectives

1.1 Geography teaches an understanding of places and environments. 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. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

1.2 The aims of geography are:

- to enable children to gain knowledge and understanding of places in the world;
- 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 allow children to learn graphic skills, including how to use, draw and interpret maps;

- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

2. Outcomes

2.1 We will achieve our aims by:

- Provide a rich and stimulating curriculum that is varied, creative, interesting and enjoyable.
- Providing opportunities for visitors and visits to stimulate and promote learning further.
- Using a variety of effective, up to date resources such as atlases and maps, as well as using e-learning.
- Creating a sensitive, tolerant, environment where others' attitudes to geographical issues are respected and ideas are shared.
- Providing children with good quality teaching, where enthusiasm and positivity about the world is infused through all geography lessons.

3. Teaching and learning style

3.1 We routinely activate prior learning so that children are able to make reference to recently taught lessons during their current topic as well as topics covered in previous years. This aims to ensure that we are supporting the children's acquisition of long term learning.

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 IT 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 'real' geographical activities, e.g. research of a local environmental problem or use of the internet to investigate a current issue.

3.2 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 common tasks which are open-ended and can have a variety of responses;

* using the mastery approach allowing all children to complete tasks successfully by providing appropriate support for those who need it in order to achieve the planned objectives;

•providing resources of different complexity according to the ability of the child;

•using classroom assistants (when available) to support the work of individuals or groups of children.

4. Geography curriculum planning

4.1 We use the National Curriculum for geography as the basis for our planning. We incorporate the scheme of work into our creative curriculum according to the current topics being studied by each year group. We include trips out that offer exciting and interesting learning opportunities that enhance our geography topics. These include: Year 2 visit the National Forest Adventure Farm in Burton where they focus on using a map of the farm which is followed up back in the classroom. Year 6 visit the local Stanley Head outdoor education centre as the basis of their Rivers topic where they focus on the River Dane.

4.2 Our curriculum planning is in 3 phases-long term, medium term and short term. Our long-term plan maps the geography content spread over the creative curriculum topics. Some topics have a greater focus on geography than others. Together with the curriculum leader, the geography subject leaders work this out in conjunction with teaching colleagues in each year group. We often aim to combine the geographical study with work in other subject areas. At other times we arrange for the children to carry out a geographical study independently.

4.3 Our medium-term plans identify which areas of the National Curriculum are covered in each topic. Medium-term plans give details of each unit of work for each term. They include the ABC of our curriculum structure: A-Curriculum Breadth (key knowledge, skills and standards.) B-Threshold Concepts (key aspects of geography which build upon conceptual understanding and therefore can be repeated many times.) C- Progression of Learning (stages of understanding from basic, advanced and deep.) The geography subject leaders review these plans on a regular basis.

4.4 Teachers within each year group work together to plan for each lesson and to ensure consistency in both classes. These lesson plans list specific learning challenges. The class teachers then make their own daily plans, and can discuss them with the geography subject leaders on an informal basis if required.

4.5 We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the whole school scheme of work, we offer them an increasing challenge as they move up the school.

Here is our progression map:



	To investigate places	To investigate patterns	To communicate geographically
Year 1 and 2	<p>Ask and answer geographical questions such as: What is a place like? What or who will I see in this place? What do people do in this place?</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding areas.</p> <p>Name and locate the world's continents and oceans.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South poles.</p> <p>Identify land use around the school.</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>Use the 4 main compass directions and locational language (e.g. near, far, etc.) to describe the location of features and routes on a map.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p> <p>Use simple grid references (e.g. A1, B1, etc.)</p>
Year 3 and 4	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe 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.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic and date and time zones.</p> <p>Describe some of the characteristics of these geographical areas.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Describe how the locality of the school has changed over time.</p>	<p>Describe key aspects of:</p> <p>Physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Human geography, including settlements and land use.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key to communicate knowledge of the UK and the wider world.</p>
Year 5 and 6	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (e.g. compare aerial images, simple maps, topographical maps, London's Tube map)</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p>	<p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>	<p>Describe key aspects of:</p> <p>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Human geography, including settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key to communicate knowledge of the UK and the wider world.</p> <p>Create maps of locations identifying patterns such as land use, climate zones, population densities, height of land.</p>

5. Foundation Stage

5.1 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) and the Specific Area of 'Understanding The World' which includes the aspects of 'People and Communities' and 'The World'. These aspects underpin the very varied curriculum planning and activities for our children aged three to five.

6. Assessment

6.1 Pupil's progress is assessed and recorded during the year through normal teacher planning and observation. Assessment will be gathered from observations, questioning, marking and self assessment, to give a clear picture of each child's achievements and to identify which areas are for development in future work. This information will be passed onto parents in the yearly school report, and also on to the next teacher at the end of the year.

7. The contribution of geography to teaching in other curriculum areas

7.1 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 literacy are geographical in nature. For example, in Year 4 we use the text 'Samson's Titanic Journey' to support and further develop the children's knowledge and understanding of atlas skills. At Key Stage 2 we organise debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

7.2 Mathematics

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 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.

7.3 Computing

We make provision for the children to use the computers in geography lessons where appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. We also offer children the opportunity to use the class ipads to record practical activities and use photographic images. Children become familiar with online maps and can locate aerial views of the school.

7.4 Personal, Social and Health Education (PSHE) and citizenship

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 re-cycle 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. Geography in our school promotes the concept of positive citizenship.

7.5 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 introduce the concept of sustainable development. 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. 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.

8. Teaching geography to children with special educational needs

8.1 At Hanley St Luke's we teach geography to all children, whatever their ability. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress.

8.2 We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils

9. Resources

9.1 We are continually reviewing resources in our school to be able to teach geography. We have a range of quality resources which support our geography teaching across the school. These include for e.g. age appropriate atlases and we have a good selection of geography topic books kept in the library. There is a range of educational software to support the children's individual research in the classes and recommended websites are brought to the attention of specific year groups during staff meetings and training.

10. Fieldwork

10.1 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.

10.2 In the Foundation stage the children carry out investigations into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 1, Year 2 visit a farm and use maps to show locations of different areas. In Key Stage 2, Year 4 children study the local area, the Potteries, looking at the changing landscape and current industries. In Year 5 children visit The Wolseley Centre as an initial stimulus for their environmental learning which is then continued back in the classroom. We also offer the Year 6 children an opportunity to take part in a residential visit to Stanley Head where fieldwork is carried out in relation to the topic of the term.

11. Monitoring and review

11.1 The geography subject leaders are responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leaders are also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for

the subject in the school. Action plans are completed as necessary in line with the school development plans. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe the teaching of geography for e.g. during our 'Sparks and Reflectors' opportunities for all staff. Samples of children's work are reviewed during book sharing meetings throughout the year.

12. Review

12.1 Following consultations with staff the policy has been regularly reviewed to bring it in line with the revised National Curriculum and most recently in the Autumn Term 2019 by the Geography Subject Leaders.

This policy will be reviewed again in December 2021.

Geography Subject Leaders 2019-2020:

Mrs Hayley Furey and Mrs Joanne Whalley