

St Joseph's Catholic Primary School

St Joseph's school is a Christian community in which individuals are valued and respected, and encouraged to reach their full potential and be

'The Best They Can Be'

Faith, Hope, Love.



Policy for Geography

Our ethos is one that nurtures education through recognition and celebration of all children's experiences and achievements, whatever the context. Each child is unique and made in the likeness of God. Every child should succeed at their own level and be praised for this success

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Rationale

At St. Joseph's we believe that Geography is an essential part of the curriculum and teachers ensure that the children develop their 'Locational knowledge', 'Place knowledge', knowledge of 'Human and physical geography' and develop their 'Geographical skills and fieldwork. These areas will cover the human and physical processes, which shape them, and the people who live in them. Skills developed through Geography help pupils make sense of their surroundings and the wider world.

Aims and Objectives

Through the teaching of Geography we aim to:

- Help pupils develop knowledge and understanding of places and themes including patterns and processes.
- Foster children's sense of wonder at the world around them.
- Help pupils develop a sense of identity through learning about the UK and its relationships with other countries.
- Develop an informed concern about the future of our planet.
- Enhance children's sense of responsibility for the care of the earth and its inhabitants.
- Teach the skills and knowledge necessary to develop children as geographers.
- Encourage learning through enquiry-based projects and lessons in order to develop children's independent research skills.
- Help children understand how to use a map in a variety of different contexts.

Implementation

Elements of Geography are delivered to the Reception children, through the Foundation Stage Curriculum (Understanding the World). In KS1 & KS2 Geography is taught through planning linked to the National Curriculum. These have been split across each year group in both Key Stage 1 and Key Stage 2. The units covered in each year can be found on the curriculum overviews for each year group. Some elements of Geography are also taught through cross-curricular topics for example, Science, History, Computing and the REACH (Friday) curriculum. In the Early Years Foundation Stage (EYFS) the children explore places, people, communities and the world through their work related to 'Understanding the World'. All pupils are encouraged to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school. In order to achieve this, Teachers within each Key Stage plan an 'overview' of topics and learning objectives so that there is clear progression throughout the Key Stage.

We develop the following skills, always building on earlier experiences through:

- Interpretation and analysis of data
- Fieldwork skills and first hand experiences
- Observation and recording
- Measurement and use of appropriate equipment
- Mapping skills
- Development of geographical vocabulary

- Geographical enquiry, prediction and the formation of hypotheses
- Recognition of the effect humans have on their environment
- Developing their knowledge of Geographical information sources
- Educational school trips

Expectations

Below is a list of skills children will develop in each Key Stage.

Key Stage 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

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
- 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 (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.

Key Stage 2

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)

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 including energy, food, minerals and water

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, 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.

Planning

Long Term Planning

The curriculum has been organised accordingly into six topics for each class (per year), linked to the National Curriculum. There is a Curriculum Overview for each class to show what they are learning and which objectives are being taught.

Medium Term Planning

Planning is led by a given topic for each term throughout the school year. Using the new National Curriculum and Development Matters for Early Years, Teachers plan their medium term plans by identifying the learning objectives for each unit and matching possible activities. Cross curricular links to other areas of the curriculum will be covered, where possible. Planning can be accessed by all staff on the 'staff shared' server and scrutinised by subject leaders. It is the responsibility of the Class Teachers to ensure they save their planning on to the server for other teachers to use when necessary.

Assessment and Monitoring

Planning is monitored rigorously by subject leaders and 'learning walks' and 'book looks' take place to ensure high quality teaching. Findings are recorded and feedback is given to the Head Teacher and a short summary to Class Teachers. Class Teachers also assess children's geographical skills through observation and discussion of their work. The children are also involved in self-evaluating their learning. When assessing children's work, teachers are expected to use the Insight tracking system to make judgements for each child against each objective for Geography.

Subject Development

The Geography Co-ordinator is responsible for supporting colleagues in the teaching of Geography by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The coordinator is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development. Co-ordinator release time enables the co-ordinator to fulfil their role by reviewing medium term plans, monitoring children's work and displays and identifying next steps for the subject.

Resources

The resources for Geography topics are mainly based in the Resources cupboard near the school hall, and in the workbook store cupboard. Most are organised into topic boxes and include a variety of texts, photographs, posters, activity ideas and videos/dvds. Audits are also carried out by subject leaders to ensure that high quality resources are available to support the teaching and learning within the classroom.

Health and Safety Guidelines

When planning fieldwork all teachers are required to gain permission from the Head Teacher before confirming a booking. The teachers must also complete a risk assessment, even if it is a site they have visited previously. Teachers should refer to the school's Health and Safety Policy and the safety procedures recommended in the DfES 'Health & Safety of Pupils on Education Visits' guidelines.

Equal Opportunities and SEN

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. Please refer to appropriate policy for more information. Through the delivery of the Geography curriculum, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

Advancing Equality of Opportunity

This involves:

- Removing or minimizing disadvantages
- Taking steps to meet people's needs
- Encouraging participation in any activity in which participation by such people is disproportionately low.