



“Let Your Light Shine”

Frieth C.E.C. School

Geography Policy

Date Implemented: April 2020

Member of staff responsible: Natalie Lampard

Designated Governor: David Redhouse

Headteacher’s signature

Review date: February 2024	signed:	date:
Review date:	signed:	date:
Review date:	signed:	date:
Review date:	signed:	date:

Frieth School Vision statement:

'...Your light must shine before people, so that they see the good things you do.'

Matthew 5:16

Geography Vision Statement

Developing fascination and wonder about people and places and allowing tomorrow's global citizens to thrive and take on the world.

Values

These are the Christian Values that you believe are both taught and learnt in our school.

Kindness
Honesty
Creativity
Responsibility
Resilience
Respect

Intent

At Frieth Church of England Primary School, pupils will follow a geography curriculum which inspires a curiosity and fascination about the world and its people that will remain with our pupils for the rest of their lives. Children will develop knowledge about diverse places, people, resources and natural and human environments, as well as developing their understanding of the Earth's key physical and human processes. Children will also be given the opportunity to make links with local areas, people and businesses, such as farms, when relevant to their year group's objectives.

We want our children to gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time. By revisiting these areas of learning regularly, children will remember more, know more and understand more.

Statutory requirements

Early Years Foundation Stage

Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

National Curriculum Aims

Key Stage 1 & 2

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key Stage 1 National Curriculum Attainment

Pupils should be taught to:

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
- 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 [for example, 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 National Curriculum attainment

Pupils should be taught to:

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 (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

Implementation

Organisation:

The Geography scheme of work is developed through two or three topics a year at Key Stages 1 and 2 to ensure that the programmes of study are fully implemented into the Curriculum. Within these topic areas, discrete learning objectives, which are appropriate to the different age groups, are given, allowing opportunity to reach the attainment end points. These are linked to the curriculum policy and progression of skills maps and cover the geographical enquiry skills that are expected to be seen from Year R to Year 6: geographical enquiry; direction; drawing maps; representations; using maps; scale/distance; perspective; map and locational knowledge; style of map. Geography is primarily taught in classes by the class teachers. They plan their lessons based on the long-term plan and resources provided and

adapt the objectives to suit the stage of development for the pupils in their class based on the Frieth Geographical Skills progression document. Geography is taught as a whole class, but may include individual, paired, group or whole class activities as part of this and includes outdoor learning where relevant. There will be opportunities to investigate the outdoors, go on trips and conduct fieldwork, which we hope will stimulate, consolidate and stretch the learning of our pupils.

Resources and planning:

The medium-term plans encompass a range of resources and planning, including the use of online subscriptions to 'Twinkl'. Resources such as maps, atlases and photo packs are available for teachers to use. Trips, fieldwork and local area visits and walks are planned accordingly.

SEND

We are an inclusive school. As with all subject areas, delivery of geography is made to all pupils through Quality First Teaching, which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment that is sensitive to the individual learning, emotional, social or economic needs of pupils. Pupils who receive 1:1 support will have access to support during geography lessons where appropriate to their needs. Lesson plans will take account of the differing needs of pupils with SEND however, the school recognises that not all pupils with identified special educational needs require the same level of support in geography as they may do in other core subjects.

Enrichment and the Wider Community:

We plan regular visits, visitors and involvement in the community to provide rich experiences for the children to support and develop their geographical learning and understanding. Each year group are given the opportunity to visit our local farm throughout the year to learn the basics of agriculture. Year 4/5 will also visit a local farm to experience and learn about the lambing process. Additionally, our local farmer will visit the school to talk to the children about the silaging process and all children will then visit the local farm to witness the process first-hand. We recognise that to have impact, the planned enrichment (or cultural capital opportunity) must be clearly linked to the statutory geographical knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.

Spiritual, Moral, Social and Cultural Development

The geography curriculum and enrichment opportunities inherently support the spiritual, moral, social and cultural development of the pupils at Frieth.

The spiritual development of pupils is shown by their:

- sense of enjoyment and fascination in learning about themselves,

others and the world around them

- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Impact

Recording

Work conducted as part of 'Topic' lessons, where possible, is recorded within children's own 'Topic Books'. This may take the form of photographs, pictures, notes or written work and may be worksheet based or fully independent.

Assessment

The Frieth Geographical Skills progression document enables staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. (See Appendix 2)

Formative Assessment

Formative geography assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed termly, based upon the geographical skills that the medium term plan requires as a key foci.

Summative Assessment

At the end of each school year, pupils will be assessed within one of the following bands: Pre-Key Stage (PKS); Working Towards the curriculum (WT); Working at Expected (EXP); Working at Greater depth (GDS).

Pupils will be expected to demonstrate all the core skills on the progression table relevant to their year group to be assessed as EXP.

Pupils working at greater depth will be expected to utilise the expected level of development to explain, create, develop and compare the full breadth of the geographical skills outlined in the progression map. In addition, pupils will be expected to communicate their written thoughts, ideas and feelings at a greater depth standard in English.

Reporting

A final summative assessment for geography will be reported to parents within the annual school report.

Monitoring

The geography subject leader is responsible for the monitoring of geography teaching, learning and outcomes across the school. In the event that there is no geography lead, the responsibility devolves to the Senior Leadership team.

Geography is monitored throughout all year groups using a variety of strategies such as planning scrutinies, lesson observations, performances and pupil interviews.

Linked policies:

- Curriculum policy
- Learning and Teaching Policy
- Assessment policy
- Health and Safety Policy
- Equal Opportunities policy
- SEND policy

Appendix 1:

Subject coverage / long term plan

Appendix 2

Geographical Enquiry skills progression map