

# **Ingleton Church of England Primary School**

## **Geography Policy**



**Head Teacher: Mrs Karen Whitaker**

**Subject Co-ordinator: Miss L Smith**

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## **Vision Statement**

Through our Christian values, we ensure that every child shines in their own unique way. As a family, we welcome all into our safe, learning environment where we respect and celebrate each other's achievements. We want all our children to be confident, independent, resilient learners, with a sense of belonging, a feeling of being loved and ready to make their mark on the world.

"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." Matthew: 5:16

## **Introduction**

Ingleton C of E Primary School recognises the importance of geography education in teaching pupils about the world around them. This policy will ensure the school complies with the national curriculum and help pupils have a solid grounding in geography, a positive attitude towards sustainability, and a strong understanding of worldwide cultures and the environment.

## **Intent, Implementation and Impact**

### **INTENT**

At Ingleton C of E Primary School our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people as well as their role as global citizens. Children investigate a range of places to help develop their knowledge and understanding of the Earth's physical and human processes, including the heritage within their local community, the wider area of Britain and other Countries across the World. We are committed to providing children with opportunities to investigate, be curious and enquire about their locality of County Durham so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. We also aim to develop the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

### **IMPLEMENTATION**

A two-year cycle of topics is planned as an overview of teaching and learning in KS1 including the themes 'My Local Area', 'Comparing Countries of the UK', 'Weather and Climate' and 'Maps and Fieldwork'. A four-year cycle thematic plan is implemented in KS2 with the themes 'Development', 'Dynamic Earth' and 'Sustainable Environments'.

Through a sequence of thoughtfully planned lessons, which carefully plan for progression and depth concentrating on the concepts and geographical skills appropriate to the age group, we will teach:

Key Concepts:

- Cause and Effect
- Change
- Location and Place
- Planning and Decision Making

Geographical Knowledge linked to NC:

- Location
- Place
- Human and Physical Geography

Geographical Skills linked to NC:

- Maps
- Compass
- Fieldwork

In addition, children will have:

- Educational visits and visiting experts who will enhance the learning experience.
- Appropriate curriculum themed home learning tasks which children complete with adults at home.

### **IMPACT**

Our Geography Curriculum is high quality, inspiring and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

In addition, we measure the impact of our curriculum through the following methods:

- Formative and summative assessments against key questions and expected outcomes.
- Pupil discussions about their learning.
- The Head Teacher and Subject Leader monitor History, reviewing learning and provide constructive feedback to help progress learning. Staff CPD is identified and booked accordingly.
- Regular monitoring as a staff throughout the year to evaluate the impact of the curriculum.

Verbal feedback is provided within lessons and children's work is acknowledged and marked with misconceptions addressed verbally. Key spellings are picked up and this is managed carefully according to the child's needs. Formative assessments are made against key questions and these assessments inform planning, support end of unit summative assessments and end of year reports.

### **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: geography programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Primary Curriculum Intent Statement
- Educational Visits and School Trips Policy
- Health and Safety Policy

### **Roles and responsibilities**

The academy council will be responsible for:

- Ensuring a broad and balanced geography curriculum is implemented in the school.
- Ensuring the school's geography curriculum is accessible to all pupils.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring the school's geography curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the geography curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching geography.

The geography lead will be responsible for:

- Reviewing policy documents, curriculum plans and schemes of work for geography.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of geography, providing support for staff where necessary.

Geography teachers will be responsible for:

- Acting in accordance with this policy.
- Liaising with the geography lead about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class.
- Reporting any concerns regarding the teaching of the subject to the geography lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

## **The national curriculum**

The national curriculum will be followed for all geography teaching.

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the geographical aspect of pupils' work relating to the objectives set out within the framework. The ELGs cover:

1. Communication and language: listening, attention and understanding; and speaking.
2. Personal, social and emotional development: self-regulation, managing self, and building relationships.
3. Physical development: gross motor skills and fine motor skills.
4. Literacy: comprehension, word reading, and writing.
5. Mathematics: number and numerical patterns.
6. Understanding the world: past and present; people, culture and communities; and the natural world.
7. Expressive arts and design: creating with materials; and being imaginative and expressive.

During Years 1 and 2, pupils will 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 which make up the UK and its surrounding seas.

### **Place knowledge**

- Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.

### **Human and physical geography**

- Identify seasonal and daily weather patterns in the UK.
- Locate 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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
  - Key human features: city, town, village, factory, farm, house, office, port, harbour and shop.

### **Geographical skills and fieldwork**

- Use world maps, atlases and globes to identify the UK and its countries, as well as any other countries, continents and oceans studied.
- Use simple compass directions (i.e. North, South, East and West), and locational and directional language, to describe the location of features and routes on a map.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of the school its grounds and identify the key human and physical features of the surrounding environment.

During Years 3 to 6, pupils will be taught to:

### **Locational knowledge**

- Locate countries around the world, using maps to focus on Europe 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 UK, geographical regions and their identifying human and physical characteristics, key topographical features (e.g. 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, the Equator, the Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, and the Greenwich Meridian and other time zones.

### **Place knowledge**

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in another European country, and a region in North or South America.

### **Human and physical geography**

- Describe and understand key aspects of:
- Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography: 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 or computer mapping to locate countries and describe features studied.

- Use the eight points of a compass, four- and six-figure grid references, symbols, and keys (including Ordnance Survey maps) to build knowledge of the UK and wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using methods including sketch maps, plans and graphs, and digital technology.

### **Cross-curricular links**

Where possible, the geography curriculum will provide opportunities to establish links with other curriculum areas. This includes:

#### **English**

- Pupils' writing skills are developed through recording their planning and findings.

#### **Maths**

- Pupils use their knowledge and understanding of measurement and data handling, including through recording their findings on charts, tables and graphs.

#### **Science**

- Pupils use their knowledge of the natural world to identify and analyse features of physical geography.

### **Teaching and assessment**

#### **Lesson planning**

All relevant staff will be briefed on the school's lesson planning procedures as part of staff training.

Throughout the school, geography will be taught as a discrete lesson and as part of cross-curricular teaching when appropriate. The statutory national curriculum content from the DfE's 'Geography programmes of study: key stages 1 and 2', as outlined above, is the starting point for planning.

#### **Teaching**

Pupils will be taught to describe associated processes and key characteristics in common language, as well as understand and use technical terminology and specialist vocabulary. Lessons will allow for a wide range of geographical enquiry, including the following:

- Questioning, predicting and interpreting
- Pattern seeking
- Practical experiences
- Collaborative work
- Roleplay and discussions
- Problem-solving activities

- Classifying and grouping
- Researching using secondary sources

Opportunities for outdoor learning will be provided where possible.

### **Assessment**

Assessment in geography will be undertaken as part of a broader evaluation of pupil progress measured against specified assessment criteria.

The geography coordinator will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Provides subject-specific feedback which leads pupils to recognising their next steps and how to take them.

Assessment will take various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against learning objectives

### **Equal opportunities**

All pupils will be given equal access to the entire geography curriculum, including fieldwork and educational visits.

Where required, pupils with SEND will be provided with additional support in order to fully engage with the geography curriculum.

### **Monitoring and review**

The geography coordinator monitors regularly through lesson observations, sampling pupils' work, teacher planning and pupil voice.

This policy will be reviewed to ensure that it complies with the latest legislation, guidance and best practice. The next scheduled review date of this policy is March 2023.