

St Ippolyts CE (Aided) Primary School

"Love one another. As I have loved you, so you must love one another"

John 13:34



Geography Policy

Date of Issue: September 2022

Intent

Our vision at St Ippolyts is that geography should inspire pupil's curiosity and fascination about the world and its people. We strive to create opportunities and inspire pupils to develop on their own experiences to investigate and critically think about current geographical issues affecting natural and human aspects of the world.

The geography curriculum at St Ippolyts enables children to retrieve and develop knowledge and skills that are progressive, as well as transferable to other curriculum areas, throughout their time at St Ippolyts and in addition to their further education and beyond. Skills and knowledge can then be used to promote their spiritual, moral, social and cultural development.

Implementation

Geography at St Ippolyts is taught within topic blocks throughout the year enabling children to achieve depth in their learning. At the beginning of each unit, children are able to convey what they know as we retrieve prior learning in depth to ensure that children embed their geographical knowledge. Key knowledge and skills have been considered in order to ensure progression across year groups through looking at key concepts. As pupils develop their knowledge about the world they will understand the interaction between physical and human processes, and of the formation and use of landscapes and environments. This knowledge and the understanding of skills will provide children with appropriate ways to explain how the Earth's features are shaped at different scales, interconnected and change over time. Knowledge organisers are used across year groups by children, teachers and parents to ensure they are familiar with the essential knowledge for each block taught. Consideration is given to how lessons can be appropriately delivered to ensure that all the children's needs are being met and progression is made. The local area is utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Impact

Outcomes in geography books evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review previous learning through sticky knowledge quizzes and through their successes in achieving the key questions at the end of every session. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context; making links between human and physical processes.

By the end of their primary education at St Ippolyts, our learners will have gained a rich body of geographical knowledge and a wide range of transferable skills, which they can apply to other subjects and contexts. We measure our impact based on pupils' confidence to ask and explore questions to further their own geographical knowledge and understanding. They will be inquisitive young learners and citizens who choose to understand global environmental issues and seek to make a personal difference in protecting and shaping the world we share.

Teaching and Learning

A variety of teaching and learning styles are used in geography lessons with children taught as individuals, in groups, or as a class. Children are encouraged to ask, as well as answer, geographical questions. Children are given the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs and will use ICT where this serves to enhance their learning. Children take part in role-play and discussions, as well as presenting reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, children are involved in 'real' geographical activities, such as research of a local environmental problem or use of the internet to investigate a current issue. Fieldwork is integral to good geography teaching and learning, so we

include as many opportunities as we can to involve children in practical geographical research and enquiry.

| Class | | | | | | |
|---------------------|---|---|--|--|--|---|
| 1 EYFS | EYFS based learning with Year One historical skills and themes (See National Curriculum) EYFS based learning with Year One geography skills and themes (See National Curriculum) | | | | | |
| 2 Y1 & Y2 | Researching significant people from the past (Newton) | Hot and cold places in the world. | Investigating past events (Homes) | Naming countries, oceans and continents. | Researching significant events from beyond living memory (Great Fire of London) | Map skills. (Using real maps to learn about ports, forests, mountains, hills coasts). |
| 3 Y2 & Y3 | Changes within living memory (Communication then and now) | Comparison study of another country to the UK. | Stone Age and Iron Age including research into Stonehenge. | Europe (Naming and learning countries of Europe) | Research and compare historical figures. (Mary Seacole and Florence Nightingale) | Map Skills (Using ordnance survey maps of local areas and 8 points of a compass) |
| 4 Y3 & Y4 | Ancient Greek Era | Compare 3 places; a UK Location, A European location and a non-European location. | Ancient Rome Era (A study into a Boudicca) | Rainforests | Comparison of Ancient Rome and Ancient Greece | Maps and fieldwork (4- figure grid references) |
| 5 Y4 & 5 | Tudors (The impact of the Battle of Bosworth) | North America | Changing role of women (suffragettes and Suffragists) | South America | Battle of Britain | Map Skills and fieldwork |
| 6 Y6 | Vikings and Anglo Saxons | Mountains | Titanic | Weathering and erosion | Crime and Punishment | Map Skills and fieldwork |

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical skills. Assessment grids are completed at the end of each term.

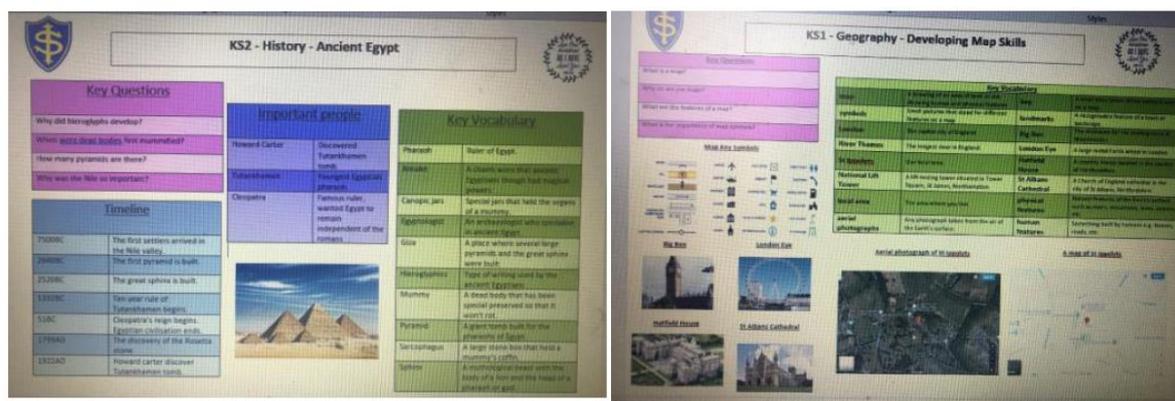
Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.³
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Sticky knowledge quizzes are used at the beginning of lessons to ensure children's long term knowledge is secure.

At the end of a unit of work summary judgements are made for each pupil recording if they have yet to meet, met, or exceeded the expectations of the unit. These assessments are used to plan future work, to provide the basis for assessing the progress of each child and provide information for the next teacher. The Geography Subject Leader keeps samples of the children's work in a portfolio.

Knowledge organisers

Knowledge organisers for each topic to improve subject specific vocabulary and chronological awareness. Enquiry question for each topic, with subsidiary questions for each lesson.



EYFS

In the Early Years learning follows the objectives set out in Early Years Foundation Stage Curriculum. Key skills, knowledge and experiences are individually assessed through the Foundation Stage Profile. Geography makes a significant contribution to developing a child's knowledge and understanding of the world, through activities such as dressing up in 'people who help us' costumes, looking at world maps and globe when talking about hot and cold environments or using road maps with cars to encourage first map-work skills.

Key Stage 1

During Key Stage 1, the children will develop their knowledge about the world, the United Kingdom and their locality. They will be able to understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation.

The children 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 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 St. Ippolyts and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

The children will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. The children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

The children will 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 in 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 8 points of a compass, 4- and 6-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.

The teaching and learning of Geography is organised to follow a topic based cross-curricular approach, at both Key Stages. Our curriculum planning is split into three: Key Stage 1, Lower Key Stage 2 and Upper Key Stage. A two-year rolling programme ensures coverage of the programmes of study and provides continuity. Opportunities for links with other subjects are used as much as possible.

Enrichment and cross curricular opportunities

Where possible, enrichment opportunities are built into the geography curriculum through off-site trips, visitors and workshops. Cross curricular links are made with other subjects, examples include:

- Whole school themed arts days such as Africa, Australia, India
- Religious Education when studying world faiths
- Through non – British history units of work
- Mathematics – coordinates, compass directions linking with mapping skills
- RSHE – global citizenship, cultural diversity
- Through supporting charity appeals for overseas world issues

Progression of skills

(See document)

Equal Opportunities

All children have equal access to the geography curriculum regardless of gender, ethnicity, culture, religion, language, disability, age and social circumstances. We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child.

Children with Special Educational Needs Children with SEND are taught geography alongside their classmates and are provided with activities to suit their ability. Activities may be differentiated by support, time, questioning, expectation, task or grouping.

Resources

Resources are continually reviewed, by class teachers and the subject leader, to enable effective teaching of Geography units in the Scheme of Work. Resources are kept in topic boxes in the geography cupboard including a variety of scales, maps and other Geography equipment, such as that used for weather data collection. There is also a good supply of topic books and a collection of atlases for use in KS2.

September 2022