



"Developing potential without limitations"

# Frieth C.E.C. School

## Geography Policy

**Date Revised:** April 2020

**Member of staff responsible:** Jo Reid

**Governing body committee responsible:** Curriculum

**Headteacher's signature** .....

**Chair of Governor's signature** .....

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# Frieth C.E.C. School

## Geography Policy

*"In our changing world, nothing changes more than geography" - Pearl S Buck*

*"Geography explains the past, illuminates the present and prepares us for the future.  
What could be more important than that?" - Michael Palin*

### **Frieth School Vision statement**

"We are a close Christian community; nurturing, inspiring and celebrating all individuals. Through creative learning we encourage greatness by developing potential without limitations."

### **Values:**

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

Sharing and caring  
Gentle and Kind  
Honest and Truthful  
Challenging and Responsible

### **Geography Vision Statement:**

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

### **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.

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.

### **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**

### **Geography Curriculum and scheme of work**

#### **Planning**

The long term plan for geography incorporates the primary National Curriculum and the Early Years Foundation Stage curriculum into the four year creative curriculum. Broad areas for geographical enquiry, as outlined in the National Curriculum, provide the over-arching termly topic focus for:

- 7 out of the twelve terms detailed in the Key Stage 1 four year rolling curriculum plan
- four out of the twelve terms detailed in the Key Stage 2 four year rolling plan.

The separate medium term plans for EYFS/KS1 and KS2 have been aligned to the long term plan with the progression of 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.

The medium term plans encompass a range of resources and planning, including the use of online subscriptions to 'Twinkl' and 'Hamilton Trust'.

#### **Geography teaching and learning**

Geography is taught in mixed-age classes by the class teachers. They plan their lessons based on the long term plan and resources provided, but adapting 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.

Topic lessons are timetabled on a weekly basis and can encompass a range of different foundation subjects, geography being one of these.

#### **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 activity to provide first-hand experiences for the children to support and develop their learning. This is often linked to geography. 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