

Ss Peter and Paul Catholic Primary School



Geography Policy

**Together with the Spirit
we will create an oasis
where every child matters**

Introduction

Geography at Ss Peter and Paul Catholic Primary School teaches an understanding of places and environments and aims to inspire a curiosity and fascination about the world and its people. Through their work in geography, children develop locational awareness as they learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. By developing the geographical skills of children, they can use and interpret maps, compasses and findings from field work that develops their skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

Aims

Geography at Ss. Peter & Paul Catholic Primary school aims to:

- Stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface
- Learn about their own locality and how it is the same as or different from other places
- Foster children's sense of wonder at the beauty of the world around them
- Help children to develop an informed concern about the quality of the environment and the future of the human habitat
- Enhance children's sense of responsibility for the care of the Earth and its people and build a concept of sustainable development of the world's resources
- Develop a range of skills and understanding necessary to interpret geographical information and to carry out geographical enquiry and mapping and graphic skills
- Help children to develop an appreciation of the many lifestyles in Britain and around the world, which reflect a variety of cultures
- Develop positive attitudes towards different communities, counteracting racial and cultural stereotypes
- encourage children's interest in our local area and its resources
- Use different sources of information and representation including maps, diagrams, photographs and the use of ICT
- Build the appreciation of what global citizenship means
- Encourage children to communicate their knowledge in a variety of ways.

Teaching and learning styles

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve

the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty, some children not completing all tasks
- Grouping children by ability in the room and setting different tasks to each ability group
- Providing resources of different complexity according to the ability of the child
- Using classroom assistants to support the work of individual children or groups of children.

Geography Curriculum

Geography is to be taught through a topic-based approach, using the National Curriculum as the basis for the subject content in curriculum planning.

Geography is taught in each key stage:

- In the foundation Stage, it is integrated into the curriculum, planned under the Early Learning Goals: 'Understanding of the World' and 'The Natural World' (see Early Years' Policy)
- In Key Stage One as part of topic-based themes throughout the year
- In Key Stage Two as part of topic-based themes throughout the year
- Geography is taught by the class teacher, to a mixed ability class

In the Foundation Stage children will be given the opportunities to:

- Develop crucial knowledge, skills and understanding that help them to make sense of the world and form the foundation for geographical work in KS1
- Observe, find out about and identify features in the place they live and the natural world
- Find out about their environment, and talk about those features they like and dislike
- Create simple maps, plans, paintings, drawings and models of observations of the area and imaginary landscapes
- Use roleplay and imagination to explore cultural differences and similarities
- Link their exploration to the geographically based elements of the Foundation stage Curriculum.

In Key Stage One, all children will be given opportunities to:

- Develop knowledge of the world, the United Kingdom and their locality
- Understand basic subject-specific vocabulary relating to human and physical geography

- Enhance Geographical skills in four main areas: Locational knowledge; Place knowledge; Human and Physical Geography; and, Geographical skills and fieldwork.

At Key Stage One, pupils will be taught:

- Locational knowledge: naming and locating 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; use basic geographical vocabulary to refer to 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 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

In Key Stage Two, all children will be given opportunities to:

- Extend their knowledge and understanding beyond the local area and to include the United Kingdom, Europe and North and South America
- Develop and understanding of the location and characteristics of a range of the world's most significant human and physical features
- Further enhance Geographical skills in four main areas: Locational knowledge; Place knowledge; Human and Physical Geography; and, Geographical skills and fieldwork.

At Key Stage Two, pupils will be taught:

- 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; describe and understand key aspects of 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.

Continuity and Progression

Continuity is the persistence of significant features of geographical education, allowing children to build upon their knowledge and understanding.

- Throughout their geography work, children will use the same specific vocabulary, including common words and phrases relating to the human and physical processes that shape and change over time, adding to this as they progress through the school
- When topics and ideas are introduced, references will be made to past learning in previous years, for example exploring different seasons in the Foundation Stage and Year One.
- Progression is concerned with advances in pupils learning. Each topic that the pupils learn about will build on the generic skills of enquiry as they move through the school towards Key Stage Three
- Progression in geography will be seen by their growing knowledge about the world which helps deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments
- Some children will be working at levels above or below others of the same age. These children will progress at their own rates.

Resources

Resources are to be kept in topic boxes, and are fully accessible to all staff. An audit of Geography resources will be maintained by the Geography Co-ordinator.

- It is the responsibility of the co-ordinator to order, maintain and evaluate the effectiveness of the resources.
- It is the responsibility of the class teacher to use them appropriately, return them to the correct place and advise the co-ordinator of any breakages\ loss
- ICT opportunities are available for unit of work.

Contribution to other areas of the school's curriculum

- English: Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in during English lessons are geographical in nature. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.
- Mathematics: Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.
- Information and communication technology (ICT): We make provision for the children to use the computer in geography lessons where appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. We also offer children the opportunity to use the digital camera to record and use photographic images.
- Personal, social and health education (PSHE): and citizenship Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. Geography in our school promotes the concept of positive citizenship.
- RE: In Ss. Peter and Paul, we offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

Assessment, Record Keeping and Reporting

- Work will be assessed and marked in line with the school's Marking Policy
- Samples of work from both key stages will be collected by the subject leader, to contribute to a school portfolio.

Health and Safety

Teachers will be aware of the school policy for Health and Safety when carrying out work connected with Geography, especially when on visits and undertaking fieldwork. Teachers will make children aware of how to handle resources appropriately.

Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. In the Foundation stage and at Key Stage 1 all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children do a study of the local area.

Equal opportunities

As pupils are taught about the diverse places, people and resources throughout the world they are delivered teaching and learning about different societies, their ideas, beliefs and attitudes and it is important that the teaching of geography reflects this understanding of the different experiences of men and women, different social, cultural, religious and ethnic diversity and the impact human and physical change can have. We have also included a Country Study, linked to countries from which our children hail, in order to allow in depth learning about their heritage through Geography.

Monitoring

The subject co-ordinator, in consultation with the Head Teacher, is to routinely monitor children's books across both Key Stages.

Professional Development

Staff should be offered opportunities for support and development through courses run by the Local Authority and external providers. Appropriate opportunities to be identified by subject co-ordinator, according to the needs of the staff and curriculum.

Roles and Responsibilities

The Head Teacher will actively support by encouraging staff, praising good practice and supporting staff development, in-service training and resources.

The Geography Subject Leader will:

- Monitor and evaluate Geography within the school

- Keep up to date with new developments and inform staff
- Play a key role in formulating, maintaining and reviewing the Geography Policy
- Lead colleagues by example and be supportive
- Be responsible for Geography equipment and resources and an annual audit

The Class Teacher will be responsible for the teaching of Geography as set out in this policy.

Evaluation and Review Policy to be reviewed at staff meetings, in accordance with the School Development Plan.

Policy written: 03/10/23

Review due: 31/07/24

Signed: R McStea