

**Brinscall St John's C.E./
Methodist Primary School**



**Geography
Policy Document**

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Date approved by Governing Body:

Review date: September 2026

This policy outlines the purpose, nature and management of geography taught at Brinscall St. John's. It reflects the school's vision and mission statement where everyone is valued and encouraged to flourish. We encourage everyone to let their light shine in all aspects of their life, following the example of Jesus Christ.

Shine with the light of Jesus - Matthew 5:14-16. You are the light of the world.

Intent:

Here at Brinscall we want to deliver a curriculum that inspires creativity when thinking about the world around us, the impact we have on it and the people who live in it.

Pupils should:

- become problem solvers, equipping them to ask perceptive questions about our local area and the wider world and the current developments and issues
- to have an awareness of sustainability, climate change and national and global issues, encouraging them to have an active role in positively contributing to this as they grow
- to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes
- to have a growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments
- to understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

This will enable pupils to have a deeper understanding of God's world and shine with the light of Jesus.

Implementation:

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school:

- the curriculum units that Brinscall St John's have developed around a 'Big Question' and are based on the National Curriculum, teacher books and ideas, Lancashire planning booklets and end of Key Stage expectations
- we develop the knowledge and skills started in EYFS within 'Understanding of the World' through school
- progression is seen in the way children's understanding of location gradually expands throughout the school, starting in EYFS with their 'understanding of the world', using the local area to follow maps in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2
- to ensure correct geographical vocabulary is taught and used in discussions
- to include mathematical links with geographical concepts, including: mapping scales and co-ordinates
- as they move through school children become ever more aware of the threats our planet faces and the role they, as citizens of the world, have in protecting and shaping our future. This reflects our Christian Value of stewardship in looking after God's world
- in Geography and English there are many opportunities in school to read and discuss books/poems set in different world locations
- the Geography units frequently form links within other areas of the curriculum, this supports children's richer and deeper understanding of geographical concepts
- Geography is taught as part of termly or half-termly topic, focusing on knowledge and skills stated in the National Curriculum.

Impact:

As the children progress through school they will:

- have secure understanding of key geographical concepts.
- be inspired through the wide range of teaching and learning and develop curiosity about geography.
- ask questions showing curiosity about people and the world in which they live.
- have an appreciation and understanding of different cultures and the wider world around them.
- become problem solvers using technical geographical vocabulary in their discussions.
- confidently use and discuss engaging resources (including photographs, maps and digimaps).

SUBJECT CONTENT

Foundation Stage

Geography in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS framework. It is highlighted in EYFS within People, Culture and Communities. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. They are beginning to gain knowledge and understanding of the world:

- understanding their local environment and where they live
- how they travel to school and the features they pass
- start to make comparisons between Brinscall and other places
- use a globe to identify other places in the world
- become familiar with compass points/directions
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They learn through:

- listening to stories
- role-play activities
- exploring the local area
- photographs
- use of technology
- discussions and asking questions

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

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:
 - a. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - b. 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

Pupils should 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. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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:
 - a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - b. 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.

PROCEDURES

Curriculum Planning

Our Geography plans are unique to us. They have been planned taking into account our locality. Each question is planned around a 'Big Question'. These 'Big Question' ideas are also incorporated into EYFS. These 'Big Questions' can be seen in the Geography Long-Term plan. The medium-term planning sheets identify each objective set for each unit. These are then used to create short term planning and this is the responsibility of the individual class teachers. Short term planning should be used to

- set clear objectives
- identify key questions that need to be asked
- ensure work is matched to pupil's abilities and interests
- ensure progression, continuity and subject coverage throughout the school.

The geography leader evaluates the plans in line with the Monitoring & Evaluation timetable, to ensure consistency and progression. The teaching of geography is under regular review as part of the ongoing school improvement plan.

Assessment

Assessment will take place at three connected levels: short term, medium term and long term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Short term assessments will be an informal part of every lesson to check pupil understanding and give information, which will help teachers to adjust day to day lesson plans, both open and closed questions will be used regularly to assess pupil understanding.

Medium term assessments will take place after each unit has been completed.

Long term assessments will take place towards the end of the school year to assess and review pupil's progress and attainment against end of year expectations. These assessments will be drawn from teacher assessments and records. This will be passed on to the pupil's next teacher and the head teacher in line with the schools assessment procedures and policy.

The Geography subject leader analyses these judgements across the school, tracking children's progress from year to year.

In the foundation stage, assessment is carried out termly. At the end of the foundation stage, the children's attainment in Knowledge and Understanding the World is recorded and reported as part of the Early Years Foundation Stage Profile.

Resources

The resources available include: reference books, textbooks, teacher prepared materials, pictures, photographs, maps and atlas's, globes, digital map referencing software. Resources will be kept in the Geography resource area in the staff room and unit specific resources will be kept in classrooms.

Computing and Technology

Technology will be used in various ways to support teaching and motivate pupils learning. Technology involves the computers, ipads, audio visual aids, CD-ROMs, DVD and digital map referencing software. Computers/ipads may be used to enhance lessons and enable children to find information from the internet and other programs to support their learning.

Health and Safety Guidelines

When planning geography fieldwork all teachers are required to gain permission from the head teacher before confirming a booking. The teachers must also complete a risk assessment, even if it is a site they have visited previously. Teachers should refer to the school's Health and Safety and Educational Visits Policy and the safety procedures recommended in the DfES 'Health & Safety of Pupils on Education Visits' guidelines.

Equal Opportunities and SEN

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. Please refer to appropriate policy for more information. At St John's we have due regard for our duties under the Equality Act 2010.

Through the delivery of the Geography curriculum, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

Role of the Subject leader

The role of the geography subject leader is to;

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in geography throughout the school
- support colleagues in this development of planning, their implementation of the scheme of work and in assessment and record keeping activities
- monitor progress in geography and advise the head teacher on action needed
- conduct work sampling regularly focussing on different aspects of teaching and learning
- take responsibility for the purchase and organisation of central resources for geography
- keep up to date with developments in geography education and disseminate information to colleagues as appropriate.