

St John's Catholic Primary School,

Bridgnorth



Geography Policy

Reviewed on: 21.03.2024

Reviewed by: Mrs F Harris

Next review date: 21.03.2025

Introduction

At St. John's we believe that Geography is an essential part of the curriculum and teachers ensure that the children develop their knowledge of Geographical enquiry, Physical Geography, Human Geography and Geographical Knowledge. These areas will cover the human and physical processes, which shape them, and the people who live in them. Skills developed through Geography help pupils make sense of their surroundings and the wider world.

Intent

Our geography scheme of works aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world: to think like a geographer.

At St Johns we want pupils to develop confidence to question and observe places, measure and record necessary data in a various of ways, and analyse and present their findings.

We hope to encourage pupils to become resourceful, active citizens who will have skills to contribute to and improve the world around them.

The scheme of work enables pupils to meet end of key stage attainment targets in the National Curriculum.

Curriculum

As a school, we have recently chosen Kapow from Year 1 to Year Six. With some planning ideas also for Early Years. A detailed progression map of the Geography curriculum has been written to support the scheme of work. Pupils can learn Geography skills at their own pace, developing independent learning skills with opportunities to continually review and revisit the skills covered, our pupils can access resources and content suitable for their individual ability and needs. Teachers can learn about topics covered and how to apply within teaching by watching the tutorials provided by Kapow.

Early Years Foundation Stage

In the Early Years Foundation Stage Curriculum Geography does not feature as a stand-alone subject within the framework. However, at St John's Reception children will still have a broad, play-based experience with geographical experiences. The class teacher regularly plans activities that link to "Understanding the World." The children will explore outdoors, have experiences using map work, lessons linked to Geography focuses and attend Forest School weekly.

Our Geography Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Understanding the world' statements and fully integrated with the Kapow Primary Key stage 1 and 2 curriculum for Geography offering a unified approach to teaching Geography in EYFS (Early Years Foundation Stage).

Implementation

Our geography scheme has a clear progression of skills and knowledge within the four strands (location, place, human and physical and geographical skills and fieldwork).

The mapping document shows how the units taught cover each of the National curriculum attainment targets as well as each of the four strands.

Our geography scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning.

Each unit contains an element of geographical skills and fieldwork to ensure that fieldwork skills are practiced as much as possible.

Key Stage 1

In Year 1 the 'What is it like here?' unit supports pupils to develop an understanding of basic geography by looking at their familiar surroundings and beginning to build an awareness of the United Kingdom. 'What is the weather like in the UK?' extends this locational knowledge and builds upon the children's understanding of weather and seasons from Reception. Concepts such as mapping and directional language are introduced in this unit. With a more secure grasp of location, scale and place, pupils are able to look at a small area in the largest continent in our 'What is it like to live in Shanghai?' unit, building towards children's ability to name and locate the world's seven continents in Year 2. Here, they begin to directly compare contrasting human and physical features to those in their local area and develop an understanding of how communities and place can be similar or different to one another.

In Year 2 children revisit the concept of place by studying another non-European country in the unit 'Would you prefer to live in a hot or cold place?' They have the opportunity, as advised by the National curriculum, to explore human and physical features in areas of Kenya and, as in Year 1, compare this to their locality. 'Why is our world wonderful?', the second unit in Year 2 gives pupils the chance to look at features in the UK and explore further physical and human features in the wider world. The third unit builds on geographical skills learnt in Key stage 1 so far and gives children the opportunity to apply them in a more specific context away from the school grounds, using higher level geographical vocabulary.

Key Stage 2

Year 3 starts with 'Where does our food come from?' and this ties together how climate and vegetation impact communities and trade when doing Rainforest topic in Year 4. 'Who lives in Antarctica?' expands on Year 2's hot and cold places and how location affects people differently. 'Are all settlements the same?' lays the groundwork for understanding settlements and natural resources, which continues in Year 4 which will expand on. New Delhi was chosen as a case study for this unit, so children studied an area in Asia in Key stage 2, ensuring all continents are covered before

children leave primary school. The third unit, 'What are rivers and how are they used?' builds on concepts further and gives children an opportunity to bring learning back to their locality during the fieldwork opportunity at Bridgnorth river and Carding Mill Valley.

In Year 4 the first unit is 'Why are rainforests important to us?' children are introduced to biomes. The Amazonian region is used as a case study featuring a direct comparison between how the local woodland is used similarly or differently to the Amazon rainforest. The next unit 'Why do people live near volcanoes?' for deeper insight into physical processes than in Key Stage 1. The final unit 'Are all settlements the same?' lays the groundwork for understanding settlements and natural resources, which continues in Year 5 and will expand on. New Delhi was chosen as a case study for this unit, so children studied an area in Asia in Key stage 2, ensuring all continents are covered before children leave primary school.

In Year 5 'What is lifelike in the Alps?' begins Year 5 with a case study combining the interdependence of both the human and physical environment, additionally building exposure to colder environments as introduced in Key stage 1 and in Year 3. 'Why do oceans matter?' develops the understanding children have gained around climate change during Year 4. Exploration of a different type of biome and how humans utilise this environment is explored in the unit 'Would you like to live in a desert?' Here, the Mojave Desert, North America, is used as a case study and is directly compared to the children's local area towards the end of the unit.

In Year 6 We have placed the local geography unit 'Can I carry out an independent fieldwork enquiry?' as the last unit in Year 6, as children are given the opportunity to bring all their knowledge and skills together to independently showcase how they can think like a geographer. Units in Year 6 expose children to more complex issues of population, energy production and consumption and encourage them to consider data through an analytical lens. Midland, Texas is used as a case study in North America to directly compare energy usage and human features to those found in Port of Blyth, England. These units build upon components learnt throughout Key stage 2 such as settlement, economic opportunity, weather, and physical processes.

Impact

We allow an enquiry-based approach to learning which allows teachers to assess against the National Curriculum expectations for geography.

We assess constantly using formative and summative assessment.

Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Each unit has a unit quiz and a knowledge catcher.

After implementing our geography lessons, pupils should leave St Johns equipped with a range of skills and knowledge to enable them to study geography with confidence at key stage 3.

Progression

Our Geography Curriculum runs from reception to year 6. Children have the opportunities to build

on their knowledge each year, and every lesson is taught in this way. Progression documents for each aspect of the geography topics show the end points we want our children to achieve. A focus on transition each year, but particularly throughout Year 6 prepares children for their secondary education.

Inclusion

Children with special educational needs or a disability will be entitled to the same access to Geography as their peers. In planning lessons teachers will identify the learning outcomes for the majority of children as well as extension activities for the more able. Consideration will be given to modifying the task, or providing peer or adult support, for children with difficulties. It is important to note that children with learning difficulties may achieve well in Geography and should be given the opportunity to provide support for others. SEN children also have access to ICT to support and aid their learning within Geography lessons.

Things in place in all lessons/classrooms when teaching Geography

1. Dual coded word mats and key words displayed
2. Various ways to record information – videos, voice notes, drawings
3. Physical resources for children to explore – globes, maps etc

Assessment in Geography.

- Use of retrieval practice
- Prior teaching
- Use of knowledge organisers/topic covers
- Wall displays to aid independence.
- Checking in lessons for misconceptions, and instantly address
- Interventions
- Developing and adapting unit plans
- Summative Assessment: end of unit quizzes
- Issues identified, noted, and acted upon

Monitoring, Evaluation and Feedback

Monitoring will be achieved through:

- Work scrutiny via Geography pupil books.
- Learning walks.
- Observations.
- Pupil voice.

- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.

Enhancements

- Assemblies – broad plan that incorporates British Values and Geography topics.
- Careers – built into the Geography Curriculum to give purpose to the children's learning.
- Local area embedded within curriculum
- Visits included within curriculum.