



## Geography Policy

This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Date Approved: September 2014

Date of Review: Triennially, Autumn 2017

### **Introduction**

In accordance with the Education Reform Act 1988, and subsequent Education Acts, school must provide Geography as part of the National Curriculum for all registered pupils.

This policy outlines the teaching, organisation and management of the Geography taught and learnt at St. Luke's CofE Primary School. It reflects the school's values and ethos. The policy has been drawn up after staff consultation and has the full agreement of the governing body. The implementation of the policy is the responsibility of all the teaching staff.

### **Our vision**

To create a caring Christian community in which all individuals feel valued, supported and respected, and where potential is recognized and developed.

### **Rationale**

All school policies form a public and accountable statement of intent. This policy is intended to create an agreed whole-school approach of which staff, children, parents, governors and other agencies have a clear understanding. It reflects the essential part that geography plays in the education of our children. It is important that a positive attitude towards geography is encouraged among all children and staff in order to foster self-confidence and a sense of achievement. The policy also explains how we, as a school, meet our legal requirements in this subject area.

### **Philosophy**

Geography is a valued part of the curriculum at St. Luke's Primary School as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people.

Geography stimulates curiosity and imagination and we aim to build upon the child's "personal geography" by developing geographical skills, understanding and knowledge through studying places and themes.

We encourage children to learn by experience and we value fieldwork as an integral part of the geography Curriculum.

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## Aims

### Our whole-school aims:

- To aim for excellence in learning, teaching and personal achievement and to help each member of the St Luke's community reach their full potential.
- To provide a safe and stimulating environment which will enrich and broaden each child's knowledge, experience and creativity, thereby enabling them to have enquiring minds and become lifelong learners.
- To develop a child's growing respect for themselves and others, irrespective of race, age, gender, faith or ability.
- To build positive partnerships between school, home and the wider community.

### Geography Curriculum Aims:

It is worth repeating what the **National Curriculum for England 1999** document has to say about the reasons for teaching, and importance of, geography:

*“Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realize how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.”*

DfEE (1999)

Good Geography teaching aims to:

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- 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.
- Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Acquire Geographical knowledge, understanding and skills.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

*(Taken from the New Primary Geography Curriculum -Reference: DFE-00186-2013)*

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## **Geography Curriculum Objectives**

### **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:

#### ***Location 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 (e.g. '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.

In Key Stage 1 these focus areas can be taught in the following teaching units

- Our school within its locality
- A small area of the United Kingdom
- A small area of a contrasting non-European country
- Weather patterns in the United Kingdom.
- Hot and cold areas of the world.

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- The United kingdom
- The World

## **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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

### ***Location 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

### ***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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key Stage 2 these focus areas can be taught in the following teaching units

- The local area
- A region of the United Kingdom
- A region of a European country

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- A region within North America
- A region within South America
- The geography of the world

## Strategies for Implementation

### Aspects of Teaching and Learning

Time-tabling and planning should ensure that:

- Sufficient time is allocated to deliver the curriculum through regular class lessons in geography either as a subject in its own right or as a major component in other work, including lessons taught through Mantle of the Expert.
- Field trips are made to interesting and relevant locations which will stimulate the pupils' interest. These will include venues such as Cromer (a six-day residential visit) in Year 6.
- The local area, including the village and the heath, as well as on-site resources such as the pond, is fully utilised. This should be linked to work using maps, photographs and books, and contrasts made with other locations.
- Opportunities should be provided for links with other curriculum areas. For example:
  - Map work links closely to coordinates in mathematics, ICT work using Logo programs or the turtle, and to PE work
  - There will frequently be opportunities to combine geography work with other subjects (science, design technology, art, music, religious education and history, for instance). In particular, the annual arts week provides a unique opportunity to promote geographical knowledge, skills and understanding through cross-curricular teaching
- It is likely that much of the above will be achieved by teaching through Mantle of the Expert (below).

### Mantle of the Expert

St Luke's is committed to developing the teaching strategies known as Mantle of the Expert, and its use is becoming embedded within the school's curriculum. It allows children to learn through closer engagement with topics, which is achieved through drama:

*When teachers use the mantle of the expert approach they create conditions in their classrooms where children can learn most often as people do in their everyday lives – from and with others in activities that draw on and extend their existing expertise.*

Abbott 2005, page 5

It will be important when planning units to be taught through Mantle of the Expert to consider both that the best content is chosen for this particular teaching method and that full coverage of the new National Curriculum objectives is being achieved.

### Integrating ICT in Schemes of Work

ICT has an important part to play in the provision of a balanced geography curriculum, but activities and resources should be selected with care. Opportunities for the use of ICT are likely to include:

- *The use of video resources*

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The school possesses video resources which are appropriate to support the Geography curriculum. These can enhance children's understanding of particular locations.

- *CD Rom activities*

These can provide rich and focussed material which is appropriate for children of specific levels of ability.

- *The internet*

Mapping websites and programs such as Google Earth create a highly visual link between maps and the real world. The internet can also provide an extremely valuable source of research material for pupils. However, teachers need to plan sessions involving use of the internet carefully, since most published material which might be located using search engines is likely to be aimed at adult readers; it is no more appropriate for children to be expected to use an adult text on the internet than from a book. There are a number of strategies which can be employed to maximise the benefits of using the internet:

- Teacher selection of sites (links can be saved in Class Handout folders on the school server, or placed on a web page on the school website, for instance).
- Use of educational portals (websites listing appropriate educational sites)
- Advice to children on suitable search engines and search terms. In particular, children should be discouraged from using image searches, because the search results may include inappropriate graphics which will not be filtered.

Likely search terms should also be checked by the teacher prior to the session in case inappropriate results may be returned.

- *Digital cameras/tablets*

The use of digital cameras or tablets can enable children to record evidence which can later be reviewed, and is therefore of considerable value. Video cameras can also be used to record field trips and drama activities, allowing both review and self-assessment by children. Each class has been issued with a digital camera, and the school possesses two video cameras and a class-set of tablets.

## **Planning and Resourcing**

The school follows a two-year rolling programme of topic titles based on 'I can' statements set out by Focus Education. From these titles, skills-based, medium-term objectives ('I can' statements) are derived within triplet groups. Planning follows the format set out by *Focus Education*. Teaching is frequently cross-curricular, and Mantle of the Expert is an important component of much cross-curricular planning.

Planning is also discussed at staff meetings in order to ensure coverage in line with the requirements on the National Curriculum.

In-school topic boxes, atlases and maps are kept in a central store, and are enhanced as funds allow. The school has developed resources for all National Curriculum objectives in order to avoid the need for topic loan boxes.

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## **Assessment, Recording and Reporting**

Children's attainment is assessed in individual lessons, whether the children's work is written or takes some alternative form. This formative assessment informs the direction in which learning is taken forward in the next week's planning and teaching. Collectively, assessment made during lessons leads to an overall assessment at the end of each unit.

Assessment will be in accordance with the schools assessment policy which is followed throughout the school. The assessment of pupils work can provide information for pupils, teachers and parents:

- 1) to enable pupils to reflect upon and celebrate achievement;
- 2) to help plan for progression, continuity and target setting for pupils, and to inform planning for future work of whole classes and individual pupils.
- 3) to communicate achievement and identify areas for further development to pupils, parents and teachers.
- 4) to evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes (I can statements) that are proposed. Assessment activities should be wide ranging and matched to the pupils' ability i.e. differentiated by task or by outcome, through appropriate support and resource provision. At the end of each unit/topic teachers will judge whether the student has reached the national expectations for their year group and this will be recorded and referred to in students' progress reports. Teachers will identify (during or after each lesson) whether a child has **exceeded** national expectations, is working as is **expected** for their year group or is **emerging**/working-towards the national expectations. Lesson/weekly plans will be annotated with the teachers' judgements to inform future planning.

### **Forms of Assessment**

A wide variety of assessment procedures should be used to provide opportunities for pupils to achieve across a range of contexts. Activities resulting in written or oral outcomes, project material, models, practical fieldwork, role-play, video/audio presentations factual recall, observations display work may provide a basis for assessment. Pupils will be encouraged to evaluate their own work.

### **Recording and Reporting**

Assessment and Recording begin in Reception and continue throughout the school. Reporting on a child's progress in Geography is a statutory requirement. An annual report relating to their child's progress in Geography is sent to parents.

## **Special Educational Needs; Inclusion; Equal Opportunities; Education for a culturally diverse society.**

At St. Luke's Primary School we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In geography the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- A. sets suitable learning challenges
- B. responds to pupils' diverse learning needs
- C. overcomes potential barriers to learning and assessment for individuals and groups of pupils.

### **A. Setting Suitable learning challenges**

Teachers will teach the geographical knowledge skills and understanding in ways which suit their pupils' abilities. Where necessary knowledge, skills and understanding may be chosen from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where pupils with special educational needs make extensive use of content from an earlier key stage we recognise that there may not be time to teach all aspects of the age-related programmes of study.

For pupils whose attainments are significantly below the expected levels a much greater degree of differentiation will be necessary. In these cases teachers may use the programme of study as a resource or to provide a context in planning learning appropriate to the age and requirements of their pupils. For pupils whose attainments significantly exceed the expected level, teachers will plan suitably challenging work. They may draw on material from higher levels of study or plan differentiation by extending the breadth and depth of study in geography or plan work which draws on the content of other subjects.

### **B. Responding to pupils' diverse learning needs**

At St. Luke's Primary School teachers planning will set high expectations and provide opportunities for all pupils to achieve so that all pupils can take part in lessons fully and effectively.

In order to ensure that they meet the full range of pupils' needs teachers are aware of the requirements of the relevant equal opportunities legislation, including the Sex Discrimination Act, 1975; the Race Relations Act 1976; and the Disability Discrimination Act, 1995.

Teachers will take specific action to respond to pupils' diverse needs by;

- a. creating effective learning environments
- b. securing their motivation and concentration
- c. providing equality of opportunity through teaching approaches
- d. using appropriate assessment approaches

- e. setting targets for learning which build on pupils' knowledge, experience, interests and strengths and are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

### **C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.**

Where particular pupils have learning and assessment requirements which go beyond the provision described above, and which must be addressed in order to overcome barriers to learning, for example as a result of a special educational need, disability, or linked to the pupils' progress in learning English as an additional language teachers will take account of these requirements by;

- a. making provision where necessary to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment in both classroom and fieldwork activities. Where, because of visual or multi-sensory impairment or mobility difficulties pupils are unable to gain incidental learning of the wider world teachers will help pupils to observe and gain understanding about geographical features and the environment.
- b. Taking account of the type and extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice. Where pupils need access to specialist equipment or adapted activities teachers will refer to and implement the pupils' statement of special educational needs and work closely with representatives of other agencies who may be supporting the pupil. Teachers will also help pupils to manage their behaviour and help individuals to manage their emotions so that they can take part in learning geography effectively and safely.

See also School Policy Document for S.E.N.D.

Geography can contribute to the elimination of racism, sexism and all forms of unfair discrimination in society, by leading pupils to a greater understanding of the global community and promoting equality.

### **Monitoring and Reviewing**

The coordinator uses the two year rolling programme and engages in informal discussion with staff to ensure that the best use is made of resources and funds.

Samples of work and copies of medium-term plans are collected and kept in a file.

The coordinator looks at displays around the school to identify especially valuable examples of study. Photographs of special events and visits also provide a rich source of evidence of teaching and learning.

### **Education for Sustainable Development**

We recognise that Geography plays a significant part in promoting education for sustainable development through:-

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- developing pupils' knowledge and understanding of the concepts of sustainable development, such as interdependence, quality of life, global development, resource use, and diversity and the skills to act upon this understanding.
- developing pupils' skills of critical enquiry and an ability to handle and interpret information.

## **Management and Administration**

### **Role of the coordinator**

The geography coordinator is responsible for coordinating geography through the school. This includes:

- preparing policy documents
- ensuring continuity and progression from year group to year group
- providing all members of staff with guidance and access to a scheme of work to show how aims are to be achieved and how the variety of all aspects of geography is to be taught
- advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Improvement Plan and within the confines of the school budget
- advising and supporting colleagues in the implementation and assessment of geography throughout the school
- assisting with requisition and maintenance of resources required for the teaching of geography. Again this will be within the confines of the school budget.
- monitoring progress over time

### **Role of the class teacher**

- To ensure progression in the acquisition of geographical skills with due regard to the new National Curriculum for geography.
- To develop and update skills, knowledge and understanding of geography.
- To identify inset needs in geography and take advantage of training opportunities.
- To keep appropriate on-going records.
- To plan effectively for geography, creating schemes of work, liaising with coordinator where necessary.
- To identify what resources are needed for their schemes of work and to liaise with the coordinator to purchase what is necessary (within the confines of the school budget).

### **Links with other school policies**

The geography policy incorporates the aims of the following policies:

Equal Opportunities  
Special Needs

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Health and Safety  
Teaching and Learning  
Gifted and Talented

### References

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Joanne Mackey (Geography Coordinator), September 2014