

# Halsall St Cuthbert's C.E. Primary School



## Geography Policy

## **Intent**

To excite, fascinate and engage the children with the world around them, through developing their Geographical understanding, whilst embracing their awe, wonder and natural curiosity. Through high quality teaching we will equip pupils with an in-depth Geographical knowledge along with skills that are transferable across our wider curriculum. Key learning will be linked directly to National Curriculum requirements about locational and place knowledge, human and physical geography and mapping. We intend to extend learning beyond the classroom and allow pupils to engage in meaningful fieldwork to enhance their Geography experience at Halsall. Here, we intend to develop the whole child, where their learning experiences deepen their understanding and respect of the natural world. Linked to all our teaching is a commitment to embedding our core Christian values and developing resilient children who make a positive contribution to an ever changing, diverse society.

## **Implementation**

Geography is taught in half termly topic blocks, 3 times per year in each class. Teachers work together, alongside curriculum governors and parents to map out a curriculum tailored directly to the needs of our children. The National Curriculum provides our broader framework and outlines the Geographical knowledge and skills taught in each unit. A curriculum map is then designed for each class, based on the Lancashire Schools Key Learning documents. From this we take into consideration the pupils, expertise of the staff and develop units of work that will allow pupils to meet the requirements of the National Curriculum and Key Learning programmes of study. Planning is also enhanced further by the Twinkl schemes of work. When designing the curriculum maps much consideration is given to the progression of the knowledge and skills in each class. At the end of each unit of work, assessments are made using the Lancashire assessment documents and the Progression of Skills documents. Field work is an important part of our Geography curriculum and along with trips further afield, our local area / environment is widely utilised to enhance children's first hand experiences of Geography. Teachers are encouraged to create strong cross curricular links to further embed the knowledge and skills experienced. Lessons are differentiated through means questioning, use of TAs to ensure challenge for all children. Alongside our units of study we also implement whole school initiatives to further enhance our Geography, and also to ensure progression from Foundation Stage to the end of KS2. These include items such as;

- Whole school Geography days.
- Interactive and engaging classroom displays. Here, key vocabulary for each Key stage is displayed to ensure consolidation and progression.
- Whole school 'Travelling Owls' initiative.
- Enrichment opportunities explored in every unit of work.
- Displays around school of compasses and maps, including on the playground.
- Membership of the digimaps programme.

## **Impact**

The impact of Geography is informed by feedback (from staff, parents, pupils and governors), regular book scrutinies, learning walks, discussions with pupils, parent surveys and how well pupils are meeting age related expectations.

At the end of each school year pupils should:

- Meet end of unit and Key Stage objectives, measured by the Lancashire Key Learning documents (including National Curriculum statutory requirements).
- Have evidence in their Geography books of a broad and balanced curriculum.
- Be able to talk about their experiences in Geography lessons with interest.

When pupils leave Halsall St. Cuthbert's they should:

- Meet age related expectations measured by the Lancashire Key Learning documents (including National Curriculum statutory requirements).
- Have the ability to utilise skills learned in real life situations (on school trips, in fieldwork, in PE).
- Have a breadth of Geographical knowledge and vocabulary.
- Have a deepened sense of curiosity and interest to find out more about the world.

## **Statutory Requirements**

### **Key Learning for Foundation Stage, KS1 and KS2**

At the Foundation Stage children will:

Show curiosity and interest by exploring their surroundings.

Investigate places by identifying key features and stating likes and dislikes.

### **Statutory Subject Content Skills 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. **(LK1)**

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **(LK2)**

#### **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. **(PK1)**

#### **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. **(HP1)**

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. **(HP2)**

#### **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. **(GSF1)**

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. **(GSF2)**

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. **(GSF3)**

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. **(GSF4)**

## **Statutory Subject Content Skills 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.*

### **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. **(LK1)**

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. **(LK2)**

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). **(LK3)**

### **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 in North or South America. **(PK1)**

### **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.

**(HP1)**

### **Geographical skills and fieldwork**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **(GSF1)**

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. **(GSF2)**

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. **(GSF3)**

## Early Years Foundation Stage (Reception)

**14 The World:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

**01 Listening and Attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear. They give their attention to what other says while engaged in an activity.

**02 Understanding:** children follow instructions involving several ideas or actions. They answer and ask questions about their experiences and in respond to stories and events.

**03 Speaking:** children express themselves effectively, showing an awareness of listeners' needs. They develop their own narratives and explanations by connecting ideas or events.

### Year 1

Autumn	Spring	Summer
Our School	Weather	Pearl of Africa

### Year 2

Autumn	Spring	Summer
Our Local Area	Hot and Cold Places	Earthquakes and Volcanoes

### Year 3

Autumn	Spring	Summer
The United Kingdom	North America	Land Use in Liverpool

### Year 4

Autumn	Spring	Summer
Water	Paris	Mountains

### Year 5

Autumn	Spring	Summer
Environmental Study	Coasts	Oceania

### Year 6

Autumn	Spring	Summer
Countries of the World	Rivers	Halsall, Southport and Llandudno

## **Planning and Resources**

Planning for each unit of work outlined in the Programme of Study is carried out and delivered by the Class Teachers and HLTAs. Each unit of work has been developed to meet the needs of our bespoke curriculum and are taken from our bespoke curriculum map. When developing the units of work much consideration is given to the progression of the knowledge and skills in each class. Teachers plan their units of work beginning with a baseline assessment where children demonstrate what they already know, and suggest what they would like to know. This then informs the progression of the sequence of lessons. Assessment documents with previous learning highlighted are also used. Teachers create strong cross curricular links to further embed the knowledge and skills experienced. Lessons are differentiated through the means of questioning, differentiated tasks where necessary and the use of TAs to ensure challenge and support for all children. Physical resources are kept organised into labelled boxes in the central area. Electronic resources are stored within the teachers networks along with passwords to subscribed resources such as digi-maps. Teachers are regularly liaised with (annual review audits and regular meetings) if there are any equipment requirements or requests to enhance the provision.

## **Assessment, Marking and Reporting**

Assessment for learning is continuous throughout the teaching of Geography. Children are supported to self assess through the use of KWL Assessment for Learning and teachers use a range of assessment for learning strategies along with purposeful assessment of learning to ensure progression. End of term assessments will take place for each cohort where objectives taught will be highlighted on the Key Learning Document. This document will follow the cohort up through the school and can be accessed and used by teachers at any point, to eliminate any gaps and ensure progression. Each term teachers will also assess whether individual children are working at/above or below the expected secure level for their age based on their understanding and application of the content of the National Curriculum 2014. At the end of each unit taught, teachers will use the KLIPs document for that unit to assess and record pupils' attainment in that area. Progress and attainment is reported to parents through biannual parents' evenings and end of year reports. Much of the work done in Geography lessons is of a practical or oral nature and, as such, the majority of feedback will be verbal and direct, usually during the lesson. It is, however, important that written work is assessed regularly and clearly, as an aid to progression and to celebrate achievement. Each piece of work will be checked either as part of or after the lesson and teachers will indicate if children achieved their learning objectives, using an arrowed grid system. Teachers are encouraged to model high standards of spoken and written English and this is an expectation in Geography lessons. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work.

## **The contribution of geography to other curriculum areas.**

### **English**

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We provide a range of books with links to our geography topics for pupils to read. Children develop oracy skills through discussion, debate and speech making. High standards of presentation, punctuation and spelling is an expectation in all subjects and these areas should be amended when necessary in geography. They develop writing by presenting their learning in a range of written tasks.

### **Maths**

Geography contributes to the maths curriculum in a number of ways. There are opportunities for children to apply mathematical knowledge and skills through the geography curriculum. For example, using position and direction with an emphasis on compass points, collecting geographical data using different scales; estimate and predictions, and collecting, recording and analysing data.

### **PSHE & Citizenship**

Geography makes a significant contribution to the teaching of personal, social and health education through the teaching of different cultures, the widening of horizons, as well as the children benefitting from opportunities to enjoy nature and being outside. Geography at Halsall promotes the concept of positive citizenship within our local community.

### **Computing**

Computing provides a meaningful context to practise and apply geographical skills and carry out research. Websites such as Google Earth or Digimaps, allow children to experience online mapping. This can help them better understand a locality they are investigating or reflect on what they have learned after an off-site visit.

### **Science**

Geography has many close links with science. Both seek to discover, explore and understand the world around us. The “Working Scientifically” strand links closely with enquiry-based learning in the geography curriculum. Many units such as exploring where food comes from, learning about animals in different habitats and the water cycle link directly with our Science curriculum.

### **PE / outdoor learning**

Geography is a huge aspect of our PE curriculum where the children will reinforce and develop their map skills by completing fun and engaging orienteering tasks around the school grounds, or at outdoor education centres such as PGL or Rock and River. Alternatively, outdoor learning is a wonderful opportunity for children to engage with the natural environment, whether that be through unstructured exploration or specific tasks designed by teachers.

### **History**

In each Key Stage, cross curricular links can be made between the historical and geographical topics that are taught. For example, when exploring settlements, carrying out studies of the local and surrounding areas and when learning about changes over time.



## **Art & DT**

There are many geography related links with the artwork produced at Halsall and artists explored. Ted Harrison and Lowry, both famed for their landscape inspired work are studied in KS1, along with a project in Year 2 where volcanoes are made. KS2 children will be given opportunities to recreate Oceania inspired sculptures.

## **Trips and Field Work**

Field work is an important part of our Geography curriculum and along with trips further afield, our local area / environment is widely utilised to enhance children's first hand experiences of Geography. Each teacher will aim to include at least 2 Geography field trips or enhancements visits each year to supplement their Geography teaching, preferably one field visit or enhancement visitor per unit. An outline of local places to visit along with risk assessments is available in the Co-ordinators file and on the staff network.

## **Parents and Carers**

Parents and carers are actively encouraged to be involved in Geography at Halsall. When updating our curriculum parents were asked via survey for their views and suggestions. Parents are keen to support our 'Travelling Owls' initiative during their holidays.

## **Links to British Values**

<b>Democracy</b>	Our Geography units encourage children to think about their place in the world. Activities such as environmental studies, fieldwork, rainforests, global issues, climate and land use give a focus on how to become active citizens, and promote moral discussions about human impact on the world.
<b>Rule of Law</b>	When learning in Geography children consider moral law and the consequences of our actions on the future. We discuss why rules and laws are put into place and what impact they may have. Areas of discussion may include; where food comes from, laws to protect land use and animals, climate change, forestry and national parks.
<b>Individual Liberty</b>	Children think about how their own actions can impact their own community. Outside of the classroom, several of our Geography units require children to think about how they can live responsibly. Through safe discussion and debate children learn how to voice their opinions about topics such as; rainforests, pollution, the environment, sustainability, climate change, habitats and carbon footprint.
<b>Mutual Respect and Tolerance</b>	In each Key Stage children will be given opportunities to compare similarities and differences between their own lives and those of others around the world. As a school we aim to disband stereotypes and foster a common respect for different cultures by learning about them such as Pearl of Africa, where we are visited by children from partner schools in Uganda. Children are also encouraged to explore different viewpoints when learning about topics such as wind farms, tourism and environmental studies.

## **Document Purpose**

This policy document aims to reflect the philosophy of our school in relation to how Geography is both taught and learnt. It provides a framework through which all staff can approach Geography and gives guidance in areas such as curriculum content, planning and assessment.

## **Equal Opportunities**

At Halsall St Cuthbert'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:

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

All children should have equal access to resources and activities enabling them to develop their skills to the best of their personal ability. The SENCo and Geography Co-ordinator jointly advise teachers on the support which can be provided for individual children with particular educational needs, including high ability pupils. Specialist equipment will be purchased as required to meet specific needs.

**Version** 3

**Adoption** April 2024

**Review Date** April 2026

**Senior Member of Staff Responsible** Doug Scholes

**Designated Member of Staff** Katie Floweth is the subject lead. Standards of teaching and learning will be judged using work sampling and assessment data review. The policy will be reviewed regularly, on a 2 yearly basis.

**Governor Responsible** Mrs R Ridley