



St Michael's C E Primary

Curriculum Policy:

Geography

"We are the seeds. Our school is the good ground which provides everyone with all they need to grow and achieve." (Our children)

St Michael's is a Church of England Primary School built on distinctive Christian Values at the very heart of its community.

We will provide:

- a welcoming, inclusive school with strong relationships across our community, that celebrates diversity;
- excellent teaching with a nurturing approach, guiding first steps to next steps;
- an inspirational and challenging curriculum which ignites curiosity, encourages resilience and grows confidence so children become lifelong learners;
- a happy, safe and stimulating environment in which children can achieve their full potential;

So that our children will flourish in all they do and become good citizens

"And some seed fell on good ground. This seed grew and made 100 times more grain." (Luke 8:8)

Respect, Persevere, Achieve

Geography

To be read alongside school's Curriculum Aims, Teaching and Learning Policy and Assessment and Feedback Policy

Rationale

At St Michael's CE Primary School we believe that 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 through a creative and engaging curriculum.

At St Michael's CE Primary School Geography is a valued part of the curriculum 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 and is also a key subject which can enable us to develop the 'cultural capital' of the children in our school. We feel our curriculum brings the wider world to our children; teaching them valuable and transferrable life skills which might otherwise not become part of their everyday life experiences. We also feel our geography curriculum opens our children's interest up to a wide variety of key concepts and themes which will support them in making valuable career decisions in the future.

Aims/Intent

- To follow the key aims of the National Curriculum and customise learning opportunities to meet the needs of our children linked to their locality and demographics.
- To embed the development of basic skills throughout our Geography curriculum to ensure we address the impact of social disadvantage on our children's literacy and maths skills.
- To provide a logically planned and progressive curriculum which embeds key geographical concepts and skills.
- To make enable children to make sense of their own surroundings through learning about their own locality, and the interaction between people and their environment.
- To develop our children's receptive and expressive vocabulary through repeated exposure and enrichment.
- To enrich our children's geographical knowledge through the use of high quality, age-appropriate literature.
- To inspire children's interest, knowledge and understanding of contrasting localities across Britain, Europe and the World.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world around them and to respect the beliefs, attitudes and values of others.
- To formulate appropriate questions, develop research skills and evaluate material to help inform opinions.
- To provide a range of fieldwork opportunities that enable the application of geographical skills and provide enrichment through first hand experiences of the world.

- To recognise and understand issues concerning the environment, sustainable development and current affairs that will impact on our children's lives.

Implementation of the Policy

Geography explores the relationship between the Earth and its people through the study of the physical and human features, the influence of the environment on human behaviour and lifestyles and the natural resources people use.

At St Michael's Primary School Geography involves:

- Undertaking fieldwork in the local area and places further afield in the UK.
- Comparing and contrasting land-forms, land uses, weather, seasons and ecosystems.
- The use of secondary sources to obtain geographical information, e.g. photos, books, and videos.
- Following directions using positional and directional language, also using these to direct others.
- Expressing and evaluating views on the attractive and unattractive features of the environment, e.g. tidiness, noise, building on greenbelt land.
- Naming the physical features of places, e.g. mountain, sea, beach, factory, valley.
- Using developing language to talk about their work e.g. route, scale, tide, erosion, climate, temperate, continent.
- Developing geographical skills of making observations and measuring, recording observations through maps, talk, and writing, taking photographs, sketches and diagrams.
- Using maps, globes, atlases and interpreting photographs.
- Help the children appreciate the variety of responses to the same basic needs (ethnic, cultural and economic) and to imagine what it might be like to experience life in other places.

At St Michael's Primary School we use a variety of teaching and learning styles in our Geography lessons. We use 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, video and aerial photographs, and we enable them to use ICT in Geography lessons where this serves to enhance their learning.

At St Michael's Primary School children take part in role-play and discussions and then present reports to the rest of the class. Children learn about other places through reading stories with settings in different places and in different landscapes. They make outside visits. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. the research of a local environmental problem. T

he objectives of Geography teaching in the school are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2. The Geography curriculum of the school will therefore help children to experience the following key aspects of the programme of study. In both Key Stages 1 and 2 children should study four strands:

These are:

1. Locational Knowledge
2. Place Knowledge
3. Human and Physical Geography
4. Geographical Skills and Fieldwork

Big Ideas in Geography

Place:

Children describe and explain places in increasing depth such as population, climate, economy, land use and change, landforms, built environment, soils, vegetation, water resources and cultures.

Environment:

Children examine climate, extreme weather, phenomena such as volcanoes

Fieldwork:

Children find out about using maps, exploring data, making observations

St Michael's Primary School Approach to Geography

At St Michael's CE Primary School, Geographical work undertaken within the school has been carefully organised to provide breadth and depth of knowledge and understanding as well as developing skills. The development throughout the key stages builds on children's previous work.

Health and Safety

At St Michael's CE Primary School children are taught:

- Safe practices in the field and how to achieve them.
- How to use equipment in accordance with health and safety guidelines.
- To behave considerably and responsibly, showing respect for other people and their environment whilst on trips outside the classroom.

Teachers:

- Ensure risk assessments are completed before any field trips are agreed.
- Discuss all planned trips with the Headteacher.
- Ensure adequate supervision is organised for all field work.

Personal Development

At St Michael's CE Primary School we recognise that education for sustainable development and global citizenship prepares children for life in the 21st Century. This is embedded into the curriculum and all aspects of school life, helping to create an ethos of responsibility on the local, national and

global scale. We feel that our curriculum design encourages pupil's development socially, morally, spiritually and culturally.

At St Michael's CE Primary School Geography contributes to learners' personal development as they work in contexts that allow them to make decisions based on the values that underpin society, helping them become active and informed citizens. They are encouraged to be enterprising and innovative in their decision making, whilst having regard for sustainability and environmental issues in the 21st Century. Each unit of work also includes a link to a related career to further raise the aspirations of our children.

Skills include:

- Children show their knowledge, skills and understanding in studies at a local scale.
- They express views on the environment of a locality and recognize how people affect the environment.
- They use this information and their own observations to help them ask and respond to questions about places and environments.
- They recognise how people seek to improve and sustain environments.
- They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them.
- They recognise how people try to manage environments sustainably.

Assessment

At St Michael's Primary School we assess the children's work in Geography by making formative judgements as we observe the children during lessons and through a range of questioning. Regular low stakes quizzes are completed to assess retention of key knowledge and vocabulary development. Using the age appropriate curriculum statements teachers ensure pupils have the opportunity to make progress in Geography through high quality planning which responds to pupils' needs.

Evidence of pupil achievement is located in Geography books and in class record books. Staff will store digital evidence including photos and videos on a secure iPad or on the school network.

Gathering qualitative evidence by speaking to pupils, scrutinising pupil's work and observing lessons gives the subject leader a clear overview of standards across school.

Differentiation - scaffolding

At St Michael's Primary School we aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

More Able Learners

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry,

making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential.

SEND/Inclusion

Children who are identified as being on the SEND register will be given support as identified on their Individual Provision Map. A variety of support materials and advice are available from SENDCo, Mrs C Mackay. Children are supported in the first instance through quality first teaching. Lessons will be differentiated in line with the individual needs of the children. All provision for pupils with SEND is in line with the school's SEND policy.

Equal Opportunities

At St Michael's Primary School the curriculum for Geography will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in music curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

Careers

At St Michael's all the areas of our curriculum support children's interest and understanding in careers and help to raise aspiration. Reference will be made to why geographical skills are important for analysis and interpretation in many jobs and also which careers rely on the need to use these specific skills.

Monitoring and Evaluation

At St Michael's Primary School the Geography Coordinator monitors planning and assessments – evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps.

Sample photographs and videos of completed work and displays may be kept digitally by the Coordinator as a portfolio, in order to monitor and support the raising of standards in music within the school. The coordinator takes responsibility for addressing any needs or concerns that arise as a result of this monitoring.

To monitor and evaluate Geography, the Geography subject co-ordinator does the following:

- Develops good practice in their classroom.
- Co-ordinates and orders resources and managing the budget.
- Monitors planning and the delivery of the curriculum.
- Works together with colleagues to raise standards.
- Provides stimulus and inspiration.
- Ensures that the policy documents remain useful and current.
- Organises and supports in-service training in line with the SDP.

- Carries out annual geography audit and action plan.
- Analyses cross school summative assessment data
- Conducts Topic book scrutiny to help improve practice and identify areas for development.

Geography Overview

September 2020 and then September 2022

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	My home Understanding my world		Different places around the world Linked to wider stories and understanding		Living in Alnwick What can I see and how things change?	
KS1	Where do I live? Locating on a UK map using geographical vocabulary Mapping journey to school. (RE/Art/Computing)		Hot and Cold Places Locating places on a world map with different weather conditions.		Local Area Study: Alnwick Physical and human features of the town. Reasons people live or visit here.	
LKS2	Europe: North and West Location of the UK within Europe. Significant geographical features: lowlands of Holland, Alps, Nordic region		Using maps: exploring physical and human features Use OS maps and grid references. Carry out field work. (Art)		Climate Zones How the globe is made. Longitude and latitude using accurate vocabulary.	
UKS2	South America: Brazil Understand geographical features of Brazil. Global impact of deforestation. (Computing-web searches)		Mountains Locate mountains at a variety of scales and understand their features. (DT)		The UK Changes over time. Using mapping skills to look at features of contrasting localities	

September 2021 and then 2023

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	My school Features of my own environment		Different places in my area: town, country, beach Similarities and differences		Looking after my area What can I do to look after my area?	
KS1	The United Kingdom Learn about the four countries and capitals. City features of London and Newcastle.		Continents and oceans: exploring the globe Naming each continent and ocean on a map		Contrasting locality: Australia Looking at a different location. Climate, habitats, physical and human geography.	
LKS2	Rivers and the water cycle Follow a river from source to mouth. How do rivers affect physical geography and land? Know world's significant rivers.		North America: USA Exploring physical and human features. (DT)		Volcanoes How volcanoes are formed. Positive and negative aspects of living near a volcano.	
UKS2	Earthquakes and Tsunamis How earthquakes occur and their impact. Identify fault lines and why earthquakes are found in specific places. (Computing)		Antarctica: Shackleton's journey The unique environment of Antarctica. Changes over time and impact of human geography. Using area to monitor global warming. (Eng)		Europe: the Mediterranean Exploration of the regions around the Mediterranean. Compare holiday destinations and the positive and negative effects of tourism (Spanish)	