



# **GEOGRAPHY POLICY**

## **CAPTAIN WEBB PRIMARY SCHOOL**

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## Geography policy

Geography is embedded in the processes and people around us that form our environment. At Captain Webb, we want our pupils to develop a deep understanding of the natural and human environments, alongside an understanding of the physical and human processes which form these. By providing pupils with the key knowledge, we enable them to develop the skills required to understand and navigate our world.

### Aims of teaching

Through our geography curriculum at Captain Webb, we aim:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape our world
- To foster and build curiosity of the environment and world around children
- To develop the geographical skills including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry
- To encourage an appreciation of the people, places and spaces that make up our communities across the world
- To provide children with a rich geographical knowledge in order to carry out effective fieldwork

### Teaching and Learning of geography

At Captain Webb, geography is taught in blocks to enable children to develop a mastery of the subject. Key knowledge and subsequent skills are mapped out carefully to ensure that knowledge is built upon in each and every lesson.

At the beginning of every topic, initial assessments are carried out by teachers to identify prior knowledge. Children also ask '6 big questions' about their new topic. These activities are used to inform the journey of lessons and ensure that teaching is inspiring for the pupils.

Within each lesson, key knowledge and vocabulary is taught through practical activities. Once embedded, this knowledge is then applied through fieldwork which develops key geographical skills.

### Programmes of study

Our geography curriculum at Captain Webb is taught across four strands of: locational knowledge; place knowledge; human and physical geography; and geographical skills and fieldwork.

### Foundation stage

Within Foundation Stage, geography is explored and taught through the Understanding the World early learning goals. Children will explore and respond to the natural world both in their setting and on trips. They will also begin to understand the need to respect and care for the natural environment and all living things around them. Pupils will be taught about several countries around the world and recognise some similarities and differences between them. Through continuous provision, children will explore simple maps and begin to draw information from them.

This learning in EYFS provides a foundation of knowledge which is built upon as children move into KS1.

### KS1

In year 1 and 2, pupils develop knowledge about the world, the United Kingdom and their locality. They learn, recall and locate the world's seven continents and five oceans. In year 2, children name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Children also study the locality of the school (Dawley, Telford) and the human and physical geography of this. Year 2 pupils study the human and physical features of a coastal settlement in the UK (New

Brighton) and compare this to a settlement in Australia (Gold Coast). Children in Year 1 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.

Children apply their knowledge by using maps, atlases and globes. They then create their own maps to show the locality and routes taken during fieldwork experiences.

## KS2

Throughout KS2, children continue to build upon their knowledge from KS1 and expand it further. In each year group, pupils focus on different regions and countries of the world. They locate these using maps and focus on key physical and human characteristics.

Building on their knowledge of the United Kingdom, children now identify and analyse key topographical features and land-use patterns and understand how some of these aspects have changed over time.

Pupils 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.

Based on overarching topics, pupils focus on a region of the world and study the geographical characteristics of it. They build a knowledge of biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes as well as land use and economic activity to gain a holistic understanding of place, space and understanding.

Children apply their knowledge through fieldwork, using the eight points of a compass, four and six-figure grid references, sketch maps and digital technologies.

## Planning

At Captain Webb, planning for foundation subjects is informed by the national curriculum and overarching topics for each half term. Teachers plan engaging lessons, designed to ignite a curiosity of the world around us.

Learning intentions are taken from a key knowledge and skills progression grid which has been constructed by the subject leader. Each lesson has a learning intention, (which builds on previous knowledge), an 'I can' statement (which outlines the skills being used) and an 'I understand' statement (which explains the purpose of the learning). Activities are then planned to implement the new knowledge.

## Cross Curricular Links

Geography has many links across the curriculum. Within geography lessons, we use a variety of model texts, which develop pupils reading fluency and comprehension. Many aspects of the maths curriculum are also covered in geography such as grid references, statistics and scale. Human geography complements our PSHE curriculum by ensuring that children have an appreciation of the many different cultures that make up our world. Digital technologies are used as part of fieldwork, which enables pupils to apply skills learnt within computing technologies. When studying empires or ancient civilizations in history, children use maps to identify the areas they are focussing on. They also analyse how these may have changed over time. When taking part in orienteering, as part of PE lessons, children use maps of the locality.

## Assessment

Assessment of geography, and the knowledge developed by children, takes place within every lesson but also through summative hot assessments at the end of each topic. Teachers use a variety of strategies to assess the progress a child has made. Verbal and written questions (purple pointers) are used to engage children with their learning and to provide opportunities for them to move on. These also close the gap and address any misconceptions.

### Equal Opportunities

At Captain Webb, we provide a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need, or disability. Teachers use a range of strategies to ensure inclusion and to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for.

### Health and Safety

When completing fieldwork or memorable experience visits as part of geography lessons, children are always kept safe. All risk assessments and itineraries are completed and uploaded to Evisit. The correct, and safe, equipment is always used for practical activities.

### Resources

Geography resources are stored in the geography cupboard, where they are easily accessible to all staff. Children use a variety of resources, such as atlases, compasses, and a range of maps in order to apply their knowledge. The school library contains an extensive supply of geography topic books to support children's individual research. Children also use digital maps and resources across their topics.

### Differentiation

All pupils are entitled to access the geography curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children can make progress in each curriculum area, according to their full potential.

### Role of the subject leader

The geography subject leader's responsibilities include monitoring and supporting staff. The subject leader must foster a love of the subject and ensure it has a high profile. They must also ensure a full range of relevant and effective resources are available to enhance and support learning. A key responsibility is to ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and are secure at the end of each age phase. Moderation of books throughout the year guarantees that key knowledge is evidenced. The leader must also ensure that the geography curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum.