



## Trimley St Mary Primary School - Geography Policy

### National Curriculum purpose of study

A high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should 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.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### Aims

The National Curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Subject content

#### 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:

#### Locational 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 [for example, near and far; left and right], to describe the location of features and routes on a map.

### 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.

Pupils should be taught to:

### 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
- 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, 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.

### **Curriculum Intent**

- To ensure all pupils have learned the knowledge and skills as laid out in the National Curriculum.
- For all students to gain 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.
- For all students to gain knowledge of the interaction between physical and human processes.
- For all pupils learn the skills of understanding a locality and how and where people fit into its overall structure.
- For all students to learn through experience practical and fieldwork activities.

**The 8 Cs** - Our curriculum is underpinned by core learning skills that all children need in order to be effective learners. Children use these skills to evaluate themselves as learners, in addition to their knowledge and understanding of concepts within Geography.



Curriculum Drivers - At the heart of Trimley St Mary School, lies clearly defined and understood “curriculum drivers” that are the guiding principles that accurately shape the personality of our curriculum. These drivers reinforce our curriculum and drive the teaching and learning in our school and therefore the pupil’s experiences.

<u>Mastery Statement</u>	<u>Trimley St Mary School – Curriculum Drivers</u>		<u>The 8 Cs</u>
<u>Enrichment Policy</u>			<u>The Language of BAD</u>
<b><u>Community</u></b> Our school is a friendly and welcoming setting, with a strong sense of belonging, care and support. We recognise parents and the wider community as active partners in the education process and life of the school. By fostering strong community links, and working closely with families, local business and other agencies, we support, motivate and inspire all children to achieve and be successful in their own right.	<b><u>Initiative</u></b> We demonstrate that we can think for ourselves, take action when necessary and have the drive to achieve. We welcome the challenge of doing things without being asked, solve problems; we have the desire to continually learn and grow. We recognise the importance of leading our own learning, carrying out research, asking questions and seeking help when needed. We show resilience and determination and know that these skills will be essential in our next stages of education and the workplace.	<b><u>Mindfulness</u></b> As a THRIVE school, we provide a powerful way of working with children to support optimal social and emotional development. We work with children who may have struggled with difficult life events to help them re-engage with life and learning. The way we interact with our children has a huge impact on the way they think about themselves and their levels of personal resilience. We improve empathy or the ability to understand what another person is thinking or feeling, which improves children’s awareness of others and helps them to build positive relationships. We develop happy, healthy confident children who are ready and open to learning.	<b><u>Diversity</u></b> We serve to support the rounded development of children and promote diversity. We show support for diversity by talking with people to find out how best to include them and respect their beliefs. By valuing and respecting diversity, we encourage everyone to respect others’ right to their own beliefs, values and opinions. Children’s connection to diversity develops through their experiences. Having a strong sense of their own cultural history and traditions helps children build a positive identity for themselves, as well as supporting children’s sense of belonging and self-esteem. When their mental health and wellbeing is supported, so is their learning.

Curriculum Implementation

Sequence

Trimley St Mary School uses the objectives from the Chris Quigley Essentials Curriculum as a guide when planning the Geography curriculum. Planning is progressive and begins with basic skills which are applied through a range of learning opportunities and with increasing complexity and practicality.

In Key Stage 1, children investigate the key features of their location using fieldwork skills, aerial images and plan drawings. They ask appropriate geographical questions

about different environments, and use maps and atlases correctly to identify countries, continents and oceans

In Key Stage 2, children begin to develop their own views around important issues such as how physical features affect human activity and to draw clear conclusions from their investigations. They use a range of geographical resources to identify the key human and physical features of a location. They use a wide range of field work and map skills.

### Special Educational Needs

In all classes there are children of differing ability and age. We recognise this fact and provide suitable learning opportunities for all children (including those who maybe gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

### Teaching and learning

The school uses a variety of teaching and learning styles in Geography lessons. The principal aims are to develop skills and understanding in designing, and evaluating as well as developing their technical knowledge. We do this through a mixture of whole-class teaching and individual/group activities. We recognise that in all classes children have a wide range of knowledge, skills and understanding in Geography, and we seek to provide suitable learning opportunities for all children by Setting tasks which are open-ended and can have a variety of responses; Setting tasks of increasing difficulty, some children not completing all tasks; Grouping children by ability in the room, and setting different tasks for each ability group; Providing resources of different complexity, depending on the ability of the child; Using classroom assistants to support the child individually or in groups.

### Geography Curriculum Planning

Geography is incorporated into a flexible and creative school curriculum at Trimley St Mary Primary School. Our school curriculum meets the requirements of the New National Curriculum for Primary Schools 2014. We use the New National Curriculum and the Chris Quigley Essentials Curriculum document for the basis of our curriculum planning in Geography. We have adapted our planning to fit our own local context. We ensure that there are opportunities for children of all abilities to develop their knowledge, skills and understanding in each unit, and we plan for progression by using the Chris Quigley Milestones as they move through the school.

We carry out curriculum planning in Geography based on our school's termly curriculum foci. Year groups are free to include Geography in any term if it supports their themes. Long-term planning for Geography is evident on the overview of each year group's termly theme.

The Chris Quigley Essentials Curriculum document forms the basis for our medium-term plans as well, which gives details of how to plan each term or theme. The subject leader for Geography keeps reviewing these plans on a regular basis. We ensure that children have complete coverage of the New National Curriculum for Primary Schools 2014, but also deliver our school curriculum through our three curriculum drivers (see Teaching and Learning Policy) and cross curricular themes.

The class teacher writes the lesson plans for each Geography lesson (short term expected outcomes for each lesson. The class teacher keeps these individual plans, although s/he and the subject leader often discuss them on an informal basis.

### The Foundation Stage

We teach Geography in EYFS as an integral part of the themes covered during the year. We relate the Geography element of the children's work to the objectives set out in "Development Matters", and Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to developing a child's knowledge and understanding of the world around them.

### Assessment for Learning

Teacher assessment takes place at the end of each unit of work, with a notation against the child's name of 'basic, advancing or deep'. This description indicates the child's performance against the learning expectations being recorded.

Regular assessment is carried out using:

- observation of pupils as they work;
- discussion with pupils as they work;
- oral questioning to encourage discussion;
- self-evaluation of written work, map/field study work etc.

Teachers analyse pupils' progress in the units of work they have completed at the end of each school year to complete the annual report to parents/guardians. This report takes the form of a summary of the teacher's observations of the pupils work and how the pupil is currently working.

### The Environment

Geography at Trimley St Mary Primary School contributes to the community by promoting the study and understanding of local sites, including the direct locality of the school. Great importance is put upon ensuring children understand the importance of living in a sustainable world and the part that they can be in looking after it.

### Monitoring

The Geography subject leader and class teacher are responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The subject leader is responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject and for providing a strategic lead

and direction for the subject in the school. The subject leader completes regular reports where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Throughout each academic year, the subject leader will undertake monitoring of Geography across the school.

### Spiritual, moral, social and cultural development

We promote spiritual development by:-

- Using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.
- Making links with history when exploring the environment and speculating on why the landscape is as it is.
- Comparing their lives with pupils living in other countries or other part of the UK, possibly through a schools linking programme.

We promote moral development by:-

- Considering how people treat the environment; posing questions such as, 'How are we changing our surroundings - are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?
- Working towards an Eco-School status

We promote social development by:-

- Providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally.
- Considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism.

We promote cultural development by:-

- Making links with other countries through schools linking and cultural theme days.
- Exploring links through the British Council and European Union.
- Exploring cultures that have had, and still have an impact on the local area.

### Special educational needs and disabilities in Geography

To make Geography lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for students with particular SEN and/or disabilities. So in your planning you need to consider ways of minimising or reducing those barriers so that all students can fully take part and learn.

In some activities, students with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone.

For some activities, a 'parallel' activity may be provided for students with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers,

but in a different way - eg using mind maps to represent geographical concepts and ideas rather than narrative text.

Occasionally, students with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.