



Geography Policy

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REVIEW: October 2025

Learning to live life in all its fullness



Roundhay St John's CE Primary School

Geography Policy

Intent

At Roundhay St Johns, we want our children to be excited about the world. At local, national and international level, we intend to provide a purposeful platform to inspire fascination and curiosity about our planet and all its diverse people and places. Focusing on both human and physical geography, the children will leave primary school with a deep knowledge and understand of the processes that have created the environments we find ourselves in as well as the importance of sustaining this for future generations. They will be able to locate significant cities, countries, continents and oceans across the globe and be able to comment on significant characteristics of these. We are fortunate to live in a fascinating community and we intend to use this to explore and expand on the children's geographical skills during field work and map related activities.

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.

Teaching and Learning Strategies

At Roundhay St John's, children are ***Learning to live life in all its fullness*** and subjects are taught in the context of our whole school Curriculum Intent.

Teaching is underpinned by the strong subject knowledge of staff which is supported by our links with the geography department at Roundhay High School (a feeder school for our Year 6 pupils) as

well as our membership of the Geographical Association. There are regular meetings to keep staff aware of any new teaching trends and the subject leader supports planning and delivery of the subject.

Teachers employ a balance of whole class and group / individual activities which incorporate a variety of learning activities and that appeal to children with different learning styles. When planning, staff ensure visual, auditory and kinaesthetic elements are included in lessons which include enquiry-based research activities; the asking and answering of geographical questions; interpretation of maps including GIS; analysis of data including statistics, graphs, pictures and photographs; use of ICT and field work incorporating practical, outside learning experiences. Wherever possible we try to link learning to children's own experiences as well as their locality and encourage children to make connections between previous and current learning. Teachers will also plan opportunities for children to practice their skills in the context of other subjects to demonstrate the extent to which they are securing their learning and mastering taught skills. Teachers understand that all children have differing abilities and meet children where they are by providing learning opportunities which match the challenge of the task to the ability of the child.

Subject Content

EYFS

In Nursery, the children will begin to explore locations in their immediate environment such as school, home and the park. They will make simple observations about some of the similarities and differences of the physical features of these places and learn to understand how we use different aspects of the local environment such as supermarkets, parks and farms. The children will learn to talk about and describe simple journeys as well as use and create simple maps (including play maps) to enhance role-play.

In Reception, the children will explore further into the community looking at the natural world around them and describing what they hear, feel and see when outside. They will begin to recognise and describe some environments that are different to the one where they live and understand some changes in the natural world around them including the seasons. The children will start to recognise some similarities and differences between life in this country and life in other countries and talk about the lives of people around them and their roles in society. They will collect and make simple observations about their immediate environment using maps to help them draw simple, key information.

In Key Stage 1, the children will learn to name and locate the world's continents and oceans and begin to name and locate the four countries of the United Kingdom and their capital cities as well as some of the seas that surround it. They will locate hot and cold countries of the world and relate this to the locations of the equator and north and south poles. They will understand the difference between a physical and human feature as well as some differences between town and countryside and begin to explain some of the pros and cons for both. They will identify simple human and physical features of the different countries of the United Kingdom and recognise some similarities and differences between them. They will learn to name different weather types in the UK and understand how the weather affects people's lives. During their studies of a non-European country (India), the children will research the physical and human features of a region of the country and compare them to our local area. They will take part in fieldwork collecting data about the weather as well as a human feature in the local environment. They will start to use globes and maps to locate and identify continents and countries as well as use aerial photographs to recognise basic human and physical features. They will also begin to understand the four points of the compass.

In Key Stage 2, the children will revisit the locational knowledge taught in key stage 1 to ensure it is remembered. In addition, the children will extend their locational knowledge by learning to

identify various European countries on a map as well as countries related to the continent being studied within a particular year group. They will learn the position and significance of longitude, latitude, the equator, the hemispheres, the tropics, Arctic and Antarctic circles, the position and significance of the prime meridian as well as being able to explain how time zones work.

They will be able to identify and compare key physical and human characteristics, land use, topographical features, environmental regions and economic activity of our locality with areas within different countries. The children will study natural resources including energy, food, minerals and water and learn why these are valuable to our communities and the impact that the distribution of these can have. They will discuss environmental issues and find different viewpoints and discuss ways in which humans have improved and / or damaged the environment. They will learn to understand the difference between weather and climate and how they affect people's lives and the wider world. They will study mountains, rivers and rainforests and be able to name the key features of these as well as understand how volcanoes, earthquakes and tsunamis and how these link to the structure of the earth.

The children will use maps, globes, atlases, plans, aerial photograph and online maps to locate countries and identify key features. They will learn to use the eight points of the compass as well as four and six figure grid references when using Ordnance Survey maps. The children will use fieldwork to begin to accurately take measurements of rainfall, wind speed, temperature and produce tables and appropriate graphs. As they move through the key stage, the children will use fieldwork to investigate an hypothesis by observing, measuring, collecting data and recording the human features in the local area using surveys, questionnaires plus a range of GIS and digital technologies.

Planning and organisation of content

The National Curriculum is used as the starting point in the development of long and medium term plans. The teaching of geography has been organised following whole school and external consultation which enables us to ensure appropriate coverage of the National Curriculum across the school and gives opportunities for challenge and gives opportunities to revise previous learning which results in the children remembering more. Additionally, it allows the children to develop a deep and long-lasting knowledge and understanding of physical and human geography; mapping including GIS, the usefulness of fieldwork as well as locational knowledge relating to the United Kingdom, Europe and beyond.

Inclusion

The same high expectation that children will reach their full potential applies to all children in keeping with the school's values and ethos. We have due regard for our duties under equality legislation that covers all the protected characteristics. All children will be given equal access to the teaching and learning of Geography. Lessons are planned to include more stretching work for pupils whose ability is significantly above the expected standard as well as those who come from lower starting points and need more structured support. We remain vigilant about removing barriers to success; particularly for children who come from disadvantaged backgrounds or have special educational needs or disabilities. Additional resources are provided to support individual children when required.

Resources

The subject leader is responsible for ensuring resources are adequate and appropriate for the successful teaching of geography. Teachers have access to topic boxes from the school library service containing books linked to the geographical area being studied as well as books contained in the school library. Additionally, teachers have access to resources contained on the Geographical Association website and within their associated magazines plus access through subscription to Digimaps and ArcGIS software. The children also have access to a range of physical atlases, maps and globes.

Health and Safety

The school has extensive arrangements in place to ensure the health and safety of everybody and all staff must have due regards to the school's health and safety policy. All educational visits are undertaken in accordance with the school's Educational Visits Policy and the Educational Visits Coordinator is Mrs C. Sutherland, School Business Manager.

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment

Assessment and Recording

Teachers use detailed progression grids to assess what children have learnt and remembered so that they can identify any gaps and adapt their teaching as appropriate. At the end of the year, teachers use this information to make a best fit judgement about whether each child is on track in meeting the demands of the geography curriculum. Work is mostly recorded in Geography books and teachers gather photographic evidence of discussion, group work and field work to supplement any written work.

Role of the Subject Leader

Each subject leader has a job description with clear responsibilities for their role:

Intent

- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements
- Ensuring that colleagues are aware of expectations of curriculum, planning and assessment
- Action planning for future development
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.

Implementation

- Ensuring that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning
- Leading professional development, providing guidance and support to colleagues
- Oversee assessment
- Making best use of financial and human resources to impact on standards and have a clear evidence based rationale for use of any allocated funding
- Promoting the subject and championing the subject with colleagues and pupils.

Impact

- Monitoring the effectiveness of teaching and the impact on learning and standards
- Evaluating and summarising all aspects of the subject to define next steps for improvement.

Reporting

- Maintain a clear overview of your subject for interested parties on the school website ensuring any statutory requirements are met (where appropriate)
- Produce an annual Subject Leader Report which as a full and current evaluation of your subject and incorporate areas for development in the following action plan
- Monitor and update your current action plan to reflect the current position of the subject
- Organise all aspects of evidence in a coherent and accessible subject leaders file

Monitoring and Evaluation

Monitoring and evaluation of this subject is the responsibility of the Subject Leader. A range of strategies are used including: pupil interviews, staff interviews, children's work and planning scrutiny as well as data analysis to explore standards of attainment and progress.

An Annual Subject Leader Report is produced and shared with governors. This report will clearly reflect the strengths of the subject and the current key areas for further development which will form the basis of the subject action plan.

In all aspects of monitoring, the subject leader will ensure that the policy is being followed consistently across the school

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