

# Christ Church Primary School

*'Starting the journey well'*

As a Church of England community school, we **believe** we can impact God's world for good, **grow** in learning, love, wonder and faith and **seek** together to flourish in the fullest way possible.

## **Geography Policy**

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**CC** Definition: **Geography** is the study of places and the relationships between people and their environment.

### **Intent**

At Christ Church, we believe that geography should give all children a strong sense of their place in their local community and the wider world. We aim to inspire children to have a positive impact on God's world as global citizens by understanding the consequences of human impact. Our curriculum is designed to develop knowledge, oracy and skills that are progressive, as well as transferable. Through our inclusive topic based approach, we encourage children to explore, observe and challenge the natural and human environment. We also want children to develop lively and happy minds and give them a variety of opportunities to experience the wonder of the Earth and all its creatures. Children should leave Christ Church with a sense of scale, an appreciation of diversity and the curiosity to build on their 'Forever Knowledge'.

Our school policy is developed in accordance with the National Curriculum and the Early Years Framework. Throughout this policy, the term 'geography' includes the Knowledge and Understanding elements of Foundation Stage Curriculum, alongside National Curriculum Geography for Key Stage 1 and 2.

## **Curriculum**

### **EYFS (updated for new framework)**

Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing geographical understanding. This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- find out about their environment, and talk about those features they like and dislike.

### **Key Stage 1**

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom and abroad, finding out about the environment in those areas and the people who live there, broadening their knowledge of the wider world. They carry out enquires, inside and outside the classroom. In doing this, they ask questions about people, places and environments and use geographical skills and resources, such as maps and photographs.

### **Key Stage 2**

During Key Stage 2, pupils continue to investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between a variety of places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized, including history, science and computing.

## **Spiritual, Moral, Social and Cultural Opportunities**

Geography is an excellent vehicle for developing children's learning in this area. Discussions about the use of the world's resources and the impact of different events on the lives of local people, deepen pupils' ability to understand and empathise with fellow humans across the globe. The opportunities to explore 'putting yourself in someone else's shoes' abound in the study of geography and it is embraced during the teaching wherever possible.

## **Christ Church Campaigners**

Improving Our Local Environment (EYFS) asking parents to use more environmentally friendly transport

Loss of biodiversity (Year 1)

Effects on marine life (Year 2) - writing to decision makers to petition them on plastic pollution, petitioning local businesses about single-use plastic

Soil and land pollution (Year 3) - lobbying school food suppliers about using ingredients with palm oil and using more Fair Trade options

Water pollution (Year 4) – writing to headteacher to ask for renewable sources of energy to be used in school e.g. solar panelled lights in reflection area. Pupils have made pledges about lifestyle changes

Global warming (Year 5)

Climate change (Year 6)

- Children consider the possible consequences of any action. For example, could it actually harm the local economy, create tensions or issues that you might not foresee?
- Children ask: would I like it if someone did that for me?

## **Health and Safety**

The school's policy for visits and excursions will be adhered to for all trips. A copy of the Health and Safety policy can be found in the school office. Risk assessments are carried out for all trips, including field work.

## **Ensuring Continuity and Progression in Learning**

Whilst knowing more is an integral part of continuity and progression, it is nevertheless just one element of it and merely sequencing subject content will not ensure on its own that our pupils become better geographers. To ensure continuity and progression for all pupils, the

curriculum is carefully organised from nursery to year 6 ensuring that our pupils' knowledge and understanding of geography develops because:

- Expected subject outcomes in terms of developing as a young geographer increase in complexity and level of challenge as detailed above and are used as the starting point for all planning of content delivery and learning and teaching enquiries;
- There is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the National Curriculum;
- The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
- The mastery and application of geographical tools and skills occurs in more precise and complex contexts;
- The focus of what pupils learn becomes gradually more issues based enabling them to explain links, patterns and processes and be more informed and mature in their thinking and self-reflection in terms of recognising the importance of attitudes and values about contested matters;
- Teachers use the 'Progression in Language' document to plan for opportunities to use increasingly ambitious oracy skills;
- The use of 'Forever Knowledge' documents ensures that teachers and pupils can revise prior knowledge from previous year groups and can clearly see when new content is introduced.

### **Marking and Assessment**

The geography co-ordinator will oversee planning and monitor pupils' work termly providing feedback on strengths and on areas on improvements, both individually and as a whole school. At the end of each unit, the key knowledge, understanding, and where appropriate fieldwork skills, will be assessed by the class teacher and recorded on the schools' proforma. Pupils are assessed as either WTS (Working towards) or EXS (Expected). Skills Progression documents are used to inform teacher judgements. At the end of each academic year, the teachers track assessment on Integriss using the same judgements.

Assessment will be undertaken using the following methods:-

- Observation of pupils

- Talking with pupils
- Marking written work
- Self-assessment
- Peer-assessment
- The evaluation of discussion using the 'Progression of Language' document
- Assessment against the skills progression document

Please also refer to the School Assessment Policy.

### **Inclusion – EAL, SEN/D, lowest 20%, exceeding**

Christ Church Primary School Community is a place where everyone should feel included. This means that everyone has an equal opportunity to develop their full potential. Work is differentiated to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources

In class this should be evidenced by:

- Tasks being broken down in small steps, giving children achievable goals;
- Vocabulary and key concepts being pre-taught;
- Word banks and visual cues being provided, using software such as *Inprint*;
- Activities that reinforce children's understanding of the subject;
- The more able children should be given open-ended tasks and opportunities for further research and more challenging study.

### **Job Description**

The geography co-ordinator leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.

- Identifying training needs of staff through monitoring and performance management review.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.

**Non-Negotiables:**

- Long date underlined
- Geog in the margin
- 'Forever Knowledge' document stuck in topic books at the beginning of a topic – referred to in each lesson to revise content
- Weekly quiz to test content knowledge from 'Forever Knowledge'
- At least one ERIC session based on key text per unit/ topic
- Evidence of guided comprehension sessions based on non-fiction geography based text throughout the year
- Evidence of oracy sessions using geographical vocabulary
- Every lesson to begin with the definition of geography using Talk 4 Writing actions
- Each unit to have a session referencing careers linked to geography skills or qualifications in geography
- Whenever possible and appropriate, units to include fieldwork

Teachers have the option to block teach geography