

**St Joseph’s Catholic Primary School**

**Exmouth Geography Policy**

**September 2022**

# Curriculum Statement - Geography

**Intent**

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| **Our Geography education at St Joseph’s aims to inspire pupil’s curiosity to know more about the world and its people. Pupils will develop the fundamental Geography skills that are needed for them to be educated citizens in tomorrow’s world. Every child will be supported to achieve their full potential and receive the essential knowledge that will remain with them for the rest of their life.** |

At St Joseph’s we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at St Joseph’s enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

The curriculum is designed to ensure that teaching equips 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 through the school, their growing knowledge about the world helps 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 and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth’s features at different scales are shaped, interconnected and change over time.

# Implementation

# To ensure that all pupils have relevant and coherent substantive knowledge of the world that is built gradually from EYFS to Year 6 and beyond through the lens of geographical vertical concepts:•

# Location and place - *The location of the world’s continents, countries and places, and the key physical and human characteristics of each*

# Geographical scale - *Considering the local, national and global scale and understanding how causes and effects occur at all scales*

# Interconnection - *How are the human and physical worlds connected? How are different locations connected at different scales?*

Opportunities are regularly provided to undertake purposeful **fieldwork**, outside the classroom and virtually. This either gives pupils the opportunity to explicitly practise relevant disciplinary knowledge or to reinforce substantive knowledge. Geographical enquiry skills are sequenced across the year groups and, where appropriate, review and build on relevant knowledge that is **first taught in mathematics or science**, such as interpreting line graphs or setting hypotheses.

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# Impact

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| **To ensure a balanced view of the countries of the world, to address misconceptions and negative stereotypes****To provide grounding in core disciplinary knowledge, and the ability to approach challenging, geographically-valid questions.** |

Outcomes in Geography books evidence a broad and balanced geography curriculum and demonstrate children’s acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational and place knowledge and human and physical geography. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.

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# Teaching and Learning

The geography curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of end of key stage ‘end points’, informed by the KS1 and 2 National Curriculum statements for; **Locational Knowledge, Place Knowledge, Human and Physical Geography** and **Geographical Skills and Fieldwork.**

 Learning Outside the Classroom is a key feature of geography lessons and specific activities are mapped and planned. These are progressive throughout the school and support the Geographical Skills and Fieldwork strand.

Lessons are planned to ensure that key knowledge is developed over time over the course of each geography block and in the correct sequence. Required prior knowledge is outlined in each unit and teachers ensure that this has been covered before starting their unit. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.

# Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. It is supported by use of the following strategies:

* Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
* Using differentiated, open-ended questions that require children to explain and unpick their understanding.
* Teachers use 5 in 5 recap questioning in each lesson.
* Book moderation and the monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge and key skill development of each topic being evidenced through the outcomes).

# EYFS

Early years explore geographical themes in line with the EYFS framework. Children are guided to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. The key knowledge and skills in reception provide the foundation to those identified in phase 1 and specifically Y1.

# KS1 and KS2

During Key Stage 1 pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. Through disciplinary knowledge, children work geographically both inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps in various views, compasses, globes, atlases, and photographs.

During Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their local area. 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.

Children will develop their **locational knowledge**; they will learn to name and locate the world’s seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They will also develop a greater **understanding of place** by comparing the 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.The specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In addition to developing children’s locational and place knowledge, they will have the opportunity to learn about **human and physical geography**. During this study, they will 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. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

Children will develop **geographical skills and fieldwork skills,** through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic

human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

During Key Stage 2 Pupils extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world’s most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They extend their **locational knowledge** when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

They will build on their **understanding of place** by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom a region of a European country and a region within North or South America.

As in Key Stage 1, the specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In Key stage 2 **human and physical geography** knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.)

Children will continue to develop **geographical skills and fieldwork skills,** through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also 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.

# Equal Opportunities

At St Joseph’s Primary school, we are committed to providing 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 also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, to ensure that tasks provide learners with an appropriate level of challenge.

# Inclusion

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 in line with the school’s inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure an appropriate level of challenge.

# Role of the Subject Leader

The subject leader’s responsibilities are:

* + To ensure a high profile of the subject
	+ To ensure a full range of relevant and effective resources are available to enhance and support learning.
	+ To model the teaching of geography
	+ To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
	+ To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SMT
	+ To monitor planning and oversee the teaching of geography
	+ To lead further improvement in and development of the subject as informed by effective subject overview
	+ To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
	+ To ensure that the geography curriculum take 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
	+ To ensure that approaches are informed by and in line with current identified good practice and pedagogy; to attend regular opportunities for CPD, including borough forums.
	+ To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in geography.