



# **Scargill Church of England Primary School**

## **Geography Policy**

**Approved October 2021**

**Review October 2021**

## **Contents**

**1 What is Geography?**

**2 Curriculum Intent**

**3 Curriculum Implementation**

**4 EYFS**

**5 Key Stage 1**

**6 Key Stage 2**

**7 Curriculum Impact**

**8 Assessment and Recording**

**9 Equal Opportunities**

**10 Inclusion**

**11 Roles and Responsibilities**

The aim of this policy is to refine what Geography looks like at Scargill C of E Primary School, whilst setting out a framework that supports all stakeholders understanding, planning, teaching and assessing Geography.

## **1 What is Geography?**

Geography derives from the Greek terms 'Geo' (Earth) and 'Graph' (Writing) and is the study of the physical features of the Earth, as well as the human activity that affects, and is affected by, these physical elements.

The Royal Geographical Society (2021) states that Geography is an education for life and living, which helps us to become more socially and environmentally sensitive and informed. Ultimately, becoming more responsible citizens.

"Geography is more than just memorising places, it is about understanding the complexity of our world" (Obama, 2012).

## **2 Curriculum Intent**

At Scargill C of E Primary School, we believe that Geography helps to provoke and answer questions about the natural and human aspects of our wonderful world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. The enquiry based Geography curriculum at Scargill helps children develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development.

The curriculum is designed to promote children's interest and understanding about diverse people, places, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

We aim and seek to inspire curiosity, ignite fascination and foster passion in children about the world and its people which will remain with them for the rest of their lives, equipping them with a strong foundational basis of knowledge and skills that can be built upon as they embark upon further education and beyond.

Ultimately, at Scargill, we want and intend our geographers to be **EPIC**:

**E**xplorers and Enquirers

**P**assionate and Probing

**I**nspired and Inquisitive

**C**reative and Curious

### **3 Curriculum Implementation**

In order to foster and motivate children's curiosity about the world, interest and creativity, we are enthusiastic about Geography and encourage children to explore and ask questions. At Scargill, we recognise that our curriculum planning must allow for children to gain a progressively deeper level of knowledge, understanding and skill competency as they advance through school. Therefore, Geography units have been carefully planned using the whole school Geography Curriculum and Progression of Skills Map to ensure that children are building on prior learning and making links between units.

At Scargill, Geography is taught in blocks throughout the year, which alternate with History, so that children can achieve depth in their learning. This ensures that Geography has rigour and focus. However, teachers endeavour to make links in learning across the National Curriculum subjects as it enables children to make connections both in their geographical learning and the wider curriculum.

Teaching and learning in Geography is well supported through a wealth of resources, including specific online platforms, such as Oddizzi and Digimaps for Schools which supports children develop and engage in their map work skills.

At Scargill, we believe that fieldwork is an integral part to our Geography curriculum as it enables children to experience first-hand experiences. Teachers are encouraged to consider opportunities available to use the school grounds and the local area, West Hallam and Ilkeston, to enhance the teaching and learning of Geography and help stimulate children's learning of their locality. Therefore, Learning Outside the Classroom is a key feature of geography lessons and specific areas are mapped out and planned for. These are progressive through school and help develop children's geographical and fieldwork skills.

### **4 EYFS**

At Scargill C of E Primary School, our EYFS Geography curriculum is based upon the statements that are outlined in the revised Development Matters (2021):

- Draw information from a simple map
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Recognise some environments that are different from the one in which they live
- Understand the effect of changing seasons on the natural world around them.

Early Years explore geographical themes and content in line with the EYFS framework. Children are guided to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people,

places and the environment. Therefore, teachers plan units of work, whilst building on and developing children's own interests and curiosity about the world they live in to help increase a child's knowledge and understanding of the world.

## **5 Key Stage 1**

At Scargill C of E Primary School, our Geography curriculum is based upon the programmes of study that are outlined in the National Curriculum (2014) for Key Stages 1 and 2: **locational knowledge, place knowledge, human and physical geography** and **geographical skills and fieldwork**.

Key Stage 1 children 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. They carry out geographical enquiry 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 and photographs.

Pupils will develop knowledge about the world, the United Kingdom and their locality. They should understand the 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. Additionally, they will learn to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.

They will also develop greater **place knowledge** by comparing the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (West Hallam, Ilkeston), and of a small area in a contrasting non-European country (children will learn about Mahamaya in Kolkata, utilising existing links with international school link and the expertise and experiences of school community members). The specific geographical locations selected for these comparisons have been selected to link to other areas of the curriculum to allow 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, 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. Also, they will begin to use basic 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, West Hallam.

## **6 Key Stage 2**

At Scargill C of E Primary School, pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristic 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.

Children will 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. Furthermore, they will extend their locational knowledge by being able to name and locate countries 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 **place knowledge** by comparing the 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 (Lyon in France), and a region within North or South America.

In addition, children will extend their **human and physical geography** to allow them to gain 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 including trade links, 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 will learn to use maps, atlases, 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, and digital technologies.

## **7 Curriculum Impact**

Through engaging with the Geography curriculum at Scargill, children will develop the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. As children advance through school, their knowledge and skills will develop progressively and systematically, to not only meet the requirements of the National Curriculum, but to prepare them to become competent geographers in secondary education.

The outcomes produced in children's books will evidence the broad and balanced Geography curriculum on offer at Scargill, whilst demonstrating children's acquisition of the identified key knowledge relating to each of the National Curriculum strands. This is in unison to the development and application of key skills which is supported through fieldwork.

However, in order for children to achieve their full potential, children must know more, experience more, remember more and be able to do more. At Scargill, we believe that it is important for children to practice what they have previously been taught on a regular basis. Therefore, all Geography lessons will start with a Revisit, Remember and Respond (RRR) to allow children to revisit and recall previously taught content with the aim of the information moving from children's working memory to their long-term memory.

## **8 Assessment and Recording**

At Scargill C of E Primary School, we believe that assessment is an integral part of the teaching process as it allows staff to identify how secure pupil's knowledge is whilst checking that the intended curriculum has been sufficiently covered. Assessment for learning is an on-going, continuous throughout the planning, teaching and learning cycle. Assessment is achieved through a range of strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching and addressing any misconceptions through mini plenaries.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Using effective feedback and efficient marking, in line with the Marking Policy, including interactive marking through purple pen questions where appropriate, to engage children with their learning and to provide opportunities for self and peer-assessment.
- Providing RRR activities at the start of each Geography lesson to recall previously taught content and identify any areas that may need further teaching.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and ensure that that tasks meet the needs of different learners through differentiation and promote children's learning and progress.

Once a unit of work is completed, a summary judgement is made for each child in relation to the Geography Curriculum Map, Progression of Skills Map and the National Curriculum. Attainment is recorded in subject tracking grids to provide the basis for assessing the progress child and to pass through school.

## **9 Equal Opportunities**

At Scargill C of E Primary School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of their social classes, gender, culture, race, special educational needs or disabilities (SEND). As a school, we promote and maintain a positive ethos whereby children demonstrate positive attitudes towards each other. Resources and support for specific individuals are carefully considered and planned for, to ensure that activities are provided at an appropriate level of challenge.

## **10 Inclusion**

All children are entitled to access the Geography curriculum at a level appropriate to their needs. Despite learning being challenging, it is achievable by all children. At Scargill C of E Primary School, we aim to meet the needs of all our learners by adapting our planning, differentiating opportunities appropriate to attainment levels and using a range of teaching and learning styles as no single teaching strategy meets the needs of all pupils, especially those with SEND. The school makes full use of additional adults to ensure that identified children make progress and reach their full potential.

Additionally, more able children will be pushed and extended through differentiated activities. Through providing challenging, enhancing and enriching opportunities, more able children will be able to progress at a higher level of knowledge and understanding appropriate to their abilities and attainment levels.

## **11 Roles and Responsibilities**

The subject leader's role and responsibilities are:

- To establish a secure profile of Geography across the school
- To monitor books, planning and oversee the teaching of Geography
- To ensure that there are a full range of relevant and effective resources to enhance and support Geography learning
- To replace and acquire new and sufficient resources to support colleagues deliver the desired Geography curriculum
- To assist colleagues in the planning, delivering and assessing of Geography lessons
- To ensure that progression of key geographical knowledge and skills throughout school are effectively planned for



- To keep informed of developments in the teaching and learning of Geography
- To lead CPD sessions to help and support colleagues deliver Geography lessons

Lewis Ord

Geography Coordinator