



## **Marshland St James Primary School and Nursery**

### **Geography Policy**

#### **Believing, Belonging, Being**

In our school we want our children to be caring and confident learners. We aim to provide a loving, safe and secure environment, where every child has the belief to achieve and the sense of belonging to a Christian school family.

We will nurture and encourage children's ambitions enabling them to believe in themselves; to become courageous learners, and to be compassionate, tolerant and respectful members of our community.

#### **Curriculum Statement**

##### **Intent**

At Marshland St James Primary School 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 here enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, **knowledge** and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed develop knowledge and skills that are progressive, as well as transferable, throughout their time at Marshland St James Primary and also to their further education and beyond. The primary Knowledge Curriculum is used to build the knowledge and interest in Geography.

##### **Implementation**

Geography at Marshland St James Primary School is taught in units of study from the Primary Knowledge Curriculum throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each area of study, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom identified throughout the medium term plans. Our use of the Primary Knowledge Curriculum supports this.

##### **Impact**

Outcomes in workbooks, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of **identified key knowledge**. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas, with these being identified and shared by teachers. Children also record what they have learned comparative to their starting points at the end of every area of study. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Geographical understanding and knowledge is covered by our use of the Primary Knowledge Curriculum.

#### **Teaching and Learning**

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. The Primary Knowledge Curriculum strengthens and develops their knowledge –in a local, national and global context.

### **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical skills. Assessment 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 adapted, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and 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 of each topic being evidenced through the outcomes.
- Use of the 'what I know already, what I want to know and what I have learnt' (KWL) strategy throughout a unit, alongside specific and measurable learning objectives/intentions.

(End of unit assessment tasks and multiple choice tests are a key part of the Primary Knowledge Curriculum.)

### **Planning**

The planning and skills for each year group are laid down, in our curriculum map and plans. These plans are cross-referenced with the programmes of study and statutory requirements, as well as links within the Primary Knowledge Curriculum. Our plans provide comprehensive skills development. Teachers have identified the **key knowledge** that is being taught, as well as the skills that are being developed across each area of study. These are also explicitly outlined on each unit rationale. Key vocabulary is also identified, as well as how consideration to the school's context has informed the programme of study.

### **The Curriculum**

At Marshland St. James we follow the Primary knowledge Curriculum. This is:

'A knowledge-rich curriculum places powerful knowledge at the heart of the curriculum. The knowledge content is carefully chosen and organised in a coherent way, ensuring it builds from year to year. In this way, the knowledge in the curriculum is cumulative, constructing firm foundations from which children can build conceptual understanding and skills over time.'

The curriculum for geography aims to ensure that all pupils, at the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study/units of study in the Primary Knowledge Curriculum. Each area of study has a Unit rationale which explains the background and links for each unit.

### **Key Stage 1**

Pupils should be taught about:

Locational knowledge	Place Knowledge	Human and Physical geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> <li>Name and locate the 7 continents and 5 oceans</li> <li>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>Understand the 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</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South Poles</li> <li>Use basic vocabulary to refer to Key physical and human features</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps , atlases and globes to identify the UK and its countries as well as countries, continents and oceans studied at this key stage</li> <li>Use simple compass directions and locational and directional language</li> <li>Use aerial photos and plan perspectives to recognise land marks and basic human and physical features</li> <li>Use simple field work and observational skills to study the geography of the school, its grounds and surrounding environment</li> </ul>

These areas are covered by the Primary knowledge Curriculum areas of study which include: spatial sense; The united Kingdom; the Seven Continents; The British Isles and Northern Europe.

### Key Stage 2

Pupils should be taught:

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> <li>Locate the worlds 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</li> <li>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical features</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, tropics of cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich meridian and time zones</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of Physical and human geography</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the 8 compass points, 4 and 6 figure grid references, symbols and keys to build their knowledge of the UK and wider world</li> <li>Use fieldwork to observe, measure and record the human and physical features using a range of methods</li> </ul>

These areas are covered by the Primary Knowledge Curriculum areas of study which include: Spatial Sense; East Anglia; Rivers; Western Europe; Asia, Australia; New Zealand; Mediterranean Europe; Africa and Globalisation.

### Geography in EYFS

We encourage the development of skills, **knowledge** and understanding that help the EYFS children make sense of their world as an integral part of the schools work. Opportunities for Geography are based on development matters in the Early Years Foundation stage. The Development matters statements for geography can be mainly found in the EYFS Specific Area of 'Understanding the World'.

The development matters statements support the curriculum planning for children aged birth to five and forms the foundations for later work in geography. These early expectations include : exploring and investigating ,drawing on their own personal experiences and observing using their senses. They also include using age appropriate software and technology.

### **Resources**

We have a range of resources to support our curriculum. These resources are matched to the children's abilities, and updated regularly. Visits are encouraged and follow our policy for Educational visits. Each unit is accompanied by Knowledge organisers. These help and support the children in their learning.

### **Equal Opportunities**

At Marshland St James Primary School 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, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge ( including the Step for Depth in the Primary Knowledge Curriculum).

### **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 full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Through the use of KWL, teaching takes account of children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging geography curriculum and this is supported through a number of links with places of geographical interest in the immediate and wider locality and regular heritage projects which engage the children further through practical learning activities.

### **Role of the Subject Leader**

The subject leader's responsibilities are:

- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- 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 and The Primary Knowledge Curriculum
- 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 takes account of the school's context, promotes children's pride in the local area.

### **Monitoring and Evaluation**

Geography is monitored by the Subject Leader, Head teacher and external advisors who will follow a rolling programme of monitoring, review and evaluation, to ensure that the subject is planned, taught, resourced and developed. This will form the basis for monitoring and will identify how this is to be implemented. The Subject Leader is responsible for developing the Geography Action Plan in line with whole school priorities. Reports are made to the governors on the progress and standards of geography provision by the Subject Leader.

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**Policy written by Ian Bland: Geography Subject Leader May 2021**