



St. Anne (Stanley) C of E School

# Geography Policy

A Baseline for Achieving Excellence in History

June 2019



**St. Anne (Stanley) C of E School**

## **GEOGRAPHY POLICY**

### **1.)Intent**

#### **Curriculum Vision**

At St Anne's we believe in a high quality geography curriculum in which all groups of children are provided with the same opportunities to reach their full potential. We want to inspire our pupils building a curiosity and fascination that will stay with them throughout their education and into the adult world. Lessons are planned and sequenced to build on children's knowledge and impact their learning. Teaching will allow children to develop a deeper understanding about the natural and human worlds, using a range of enquiry skills and to view them from different perspectives. Geography lessons teach an understanding of places and environments and allow children to develop a deeper understanding of their locality (Geographical Association) and the wider world. It develops an understanding of maps and a range of investigative and problem solving skills both inside and outside the classroom. Through this, we begin to prepare our pupils for adult life and employment and development an understanding of resolving issues about the environment and sustainable development.

The implementation of this policy is the responsibility of all teaching staff.

#### **Aims of Subject**

The aims of Geography at St. Anne (Stanley) are:

- To enable children to gain knowledge and understanding of places in the world.
- To increase the knowledge and understanding of the different communities and cultures within St Anne's, Old Swan, Liverpool, Britain and the world- and how these relate to each other.
- To provoke children to ask questions and propose solutions to environmental problems within St Anne's School and the wider world.
- To have understanding and secure knowledge of specific geographic vocabulary and use it consistently and progressively.
- For all groups of children to progress and reach their full potential.
- To allow children to learn to communicate geographical information in a variety of ways, ie, interpret maps, numerical and quantitative skills and writing at length.
- To develop children's competence in specific geographical skills ie, use of maps, secondary sources, ICT, aerial photographs, data logging and considering evidence from a range of sources.
- For children to foster a sense of responsibility and respect for our school grounds/local area, wider world, earth, its people and its resources.

## **School Values**

Our school values are hope, confidence, friendship, family, understanding and honesty. These underpin and are embedded in our curriculum.

In Geography, this means:

- Children having confidence in their knowledge and see challenge as a positive.
- Children have an understanding of cultures in both local and wider communities.
- Being aware of the different communities and ways of life around the world.
- Accepting our world is under threat and hope that we can make it a better place for their future.

## **Cultural capital**

At St Anne (Stanley) we want to ensure that the breath of experiences we provide in Geography raise the aspirations of each and every child and help them gain the most from their lives. We will maximise opportunities to apply and build on subject knowledge and wider skills in Geography so that all children can participate successfully in tomorrow's rapidly changing world. We encourage children's curiosity and fascination about the world that will hopefully stay with them for the rest of their lives.

## **Planning and sequencing:**

### **Early Years Foundation Stage**

Geography in the Early Years Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World'. Children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. We relate their development to the Development Matters so that they meet the Early Learning Goals Geography makes a significant contribution to the Early Learning Goal objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, reading books from around the world (both fiction and non-fiction) looking at and recording their journey to school.

### **Key Stages 1 and 2**

In Key Stages 1 and 2, geography is taught as a discrete subject with links made to other subjects where relevant to maximise children's learning. It is delivered in three half term blocks during each year, with an additional whole school theme week once per year.

Long term plans are provided to the class teacher by the Geography Lead. These ensure full coverage of the PoS including fieldwork and contrasting locations to the children's immediate area.

Class teachers use both the 'National Curriculum' and the 'super' schemes of work to inform their medium and short term planning supplementing with quality resources such as 'Super Schemes' from the Geography Association. The Medium term plans identify learning objectives and outcomes for each unit and are monitored by the Geography Leader to ensure planning for progression across the year, key stage and whole school.

## Curriculum Map:

	Autumn		Spring		Summer	
<b>EYFS</b>	<b>Understanding of the World</b>					
	<b>The World</b> <b>30-50 Months:</b> •Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. •Developing an understanding of growth, decay and changes over time. •Shows care and concern for living things and the environment. <b>40- 60 Months:</b> Looks closely at similarities, differences, patterns and change. <b>ELG:</b> •Children know about similarities and differences in relation to places, objects, materials and living things. •They talk about the features of their own immediate environment and how environments might vary from one another. •They make observations of animals and plants and explain why some things occur, and talk about changes.					
<b>KS1 Continuous Objectives:</b> locational knowledge and geographical skills and fieldwork including 2 fig. GR						
<b>Year 1</b>	<b>Our School and Locality</b> including fieldwork		<b>The UK</b> countries, capital cities and seas		<b>Our World</b> continents and oceans; hot and cold areas of the world	
<b>Year 2</b>	<b>The UK: a closer look</b> contrasting UK locality (urban, rural and coastal)		<b>UK Seasonal and Daily Weather Patterns</b> including fieldwork		<b>Our World: a closer look</b> contrasting non-European and locality	
<b>LKS2 Continuous Objectives:</b> locational knowledge and geographical skills and fieldwork including 4 fig. GR, 8 points of a compass, GIS						
<b>Year 3</b>	<b>Our World: Climate and Biomes</b>		<b>Investigating our City</b> Local settlement & land use including fieldwork		<b>UK Cities, Counties and Regions</b>	
<b>Year 4</b>	<b>Europe regional study</b>		<b>Mountains, Volcanoes and Earthquakes</b>		<b>The Water Cycle and River Study</b> Including fieldwork	
<b>UKS2 Continuous Objectives:</b> locational knowledge and geographical skills and fieldwork including 6 fig GR, Ordnance Survey Maps, GIS						
<b>Year 5</b>	<b>North America</b> Regions & distribution of natural resources		<b>South America regional study</b>		<b>Is our city changing? Land use over Time</b> including fieldwork	
<b>Year 6</b>	<b>Are we Damaging our World?</b> Energy and Sustainability		<b>Economic Activity and Trade Links</b> Globalisation		<b>Geography Round-up</b> including fieldwork	

## Schematic links

*“In the primary curriculum, geography is referred to, unsurprisingly, as the ‘umbrella’ subject because of its capacity to make tangible and effective connections across subjects.” (Willy, T.Catling, S (2018) ‘Geography At The Heart Of The Curriculum’ Chartered College of Teaching.*

At St Anne (Stanley) Geography is a stand-alone subject which contributes to many areas of the curriculum but links particularly well with:

### English

Geography makes a significant contribution to the teaching of English because it actively promotes the skills of reading, writing, speaking and listening. Children develop their oracy skills through discussing geographical questions and or presenting their findings to their peers. We also focus on key vocabulary of the subject. Children are also provided with opportunities to write at length in geography.

## **Mathematics**

Geography makes a significant contribution to the teaching of mathematics in a variety of ways. Our fieldwork investigations develop data handling and graph skills. The special dimension of map work is mathematical too through direction and locational work. Our map work develops children's ability to understand and use co-ordinates as well as four figure and six figure grid references. It also develops understanding of compass points and provides opportunity for them to practice giving directions using a compass.

## **Computing**

Children will be provided with opportunities to develop and apply their ICT capability to support their learning in geography. Each teacher ensures ICT is used as a teaching and learning tool providing opportunities for children to develop new geographical skills i.e. using GIS systems such as Google Earth. ICT is used to enhance skills in data handling and in researching, preparing and presenting written work. iPads and digital cameras are also used to support teaching and learning

## **2. IMPLEMENTATION**

At St. Anne (Stanley) Geography will be taught through the Programmes of Study as outlined in the National Curriculum in England (DfE 2013) and Early Years Foundation Stage Curriculum.

### **High quality teaching and learning**

Geography at St. Anne (Stanley) is both stimulating and motivating. Children enjoy developing their skills and knowledge and begin to perceive the world as an interesting place. It involves encouraging children to ask questions, to identify ways in which they might find the answers and finally to search for those answers.

Across all three key stages we use a variety of teaching and learning styles in our geography lessons and cross curricular links are made where appropriate. We use whole class teaching methods combined with enquiry based research activities. We offer the children the opportunity to use a variety of data such as maps, statistics, graphs, picture and aerial photographs, and we enable them to use ICT to enhance learning opportunities. Learning also takes place through role play, discussions and problem solving activities. Wherever possible, we involve the children in 'real' geographical activities e.g., investigations into local or global topical issues. Field work is also used to enhance the children's learning within each key stage where appropriate.

In all classes there are children of differing ability. This fact is recognised and suitable learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies such as:

- Setting common tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Providing a range of challenges through the provision of different resources.
- Grouping children by ability and setting different tasks for each group.
- Using additional adults to support the work of individual children or small groups.
- Providing support where individual children have particular gifts or talents.

### **Opportunities to develop subject specific literacy – oracy and vocabulary**

At St Anne (Stanley) staff are aware of the importance of children being exposed to a wide variety of vocabulary. Geography specific vocabulary is demonstrated by staff in lessons as well as highlighted, referred to and cross-curricular links are made where appropriate. Staff model subject specific vocabulary, allowing children to contextualise it across the curriculum.

All staff provide good models of spoken English to help the children enlarge their vocabulary and learn how to structure comprehensible sentences, speak confidently and clearly.

## **Progress – knowing more and remembering more**

To guarantee that progress is made for all children in Geography, the staff at St Anne (Stanley) plan their lessons using the National Curriculum and support by 'super' schemes of work and make links to what is happening in the world. We are able to embed the knowledge required through following a teaching sequence and through lively, interactive and investigative lessons. We consistently build on the children's prior learning to deepen their understanding and build confidence in their own ability. Planning from the previous year group and the subsequent year group is provided to teachers to make them aware of prior and future learning. Geography specific vocabulary and skills are modelled consistently and progressively by staff, for children to become competent geographers.

## **Assessment**

At St Anne (Stanley) the purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupil attainment. The Geography Lead and the Head teacher will monitor the quality of teaching and learning throughout the school through lesson observations, learning walks, pupil voice and assessment of teacher data.

Teachers assess work in geography through questioning and discussions and by making observations of the children's work against the learning objectives for the series of lessons

The children are assessed at the end of each topic as **working towards** the objectives set, **meeting** expectations or **exceeding** to inform an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year. During the Foundation Stage children will be assessed as part of Understanding the World against the development matters statements and early learning goals.

Children are asked to self-assess their prior learning and knowledge before they begin each topic. At the end of a topic, children undertake a review of their work that focuses upon an evaluation and overview of the various tasks undertaken

Children's work will be recorded in their books and photographs will also be taken.

Reporting to parents takes place through parent/teacher consultations twice a year and through annual written reports.

## **Learning environment**

In St Anne (Stanley) the children's work and achievements will be celebrated through displays in classrooms, corridors and in their class books. The displays will show positive role models of gender, ability, ethnicity and disability.

Around the school children have access to geography related displays and maps. These are placed age appropriate for EYFS, Key Stage 1 and Key Stage 2. Throughout the year the Geography Lead will place questions and facts on these displays making them interactive.

In each classroom geography 'working walls' are utilised when and where appropriate to support the learning process. Dedicated display areas in each classroom are not expected, however as a minimum a relevant map should be displayed and children have access to age appropriate atlases.

## **Reading**

The ability to read is embedded throughout the curriculum at St Anne (Stanley) and the children are given many opportunities to develop their understanding through a rich and diverse programme of learning. Children are taught to read from an early age and they are given the opportunity to develop their reading skills in all subject areas including Geography.

## **Inclusion**

In line with equal opportunities we are committed to providing a teaching environment that promotes learning. Geography forms part of the school curriculum policy to provide a broad and balanced education for all children. We plan for and teach geography to all children, whatever their learning needs, this provides children the opportunity to achieve their full potential. We ensure that learning opportunities are provided for the needs of children to make progress by setting suitable learning challenges, differentiated tasks, resources and outcome.

Children are given opportunities to work with others, listen to each other and treat everyone with respect. We plan our classroom activities to challenge and involve all children appropriately, according to age, gender, capability, ethnic diversity, and language background. Teaching is adapted to reflect children's different learning styles. We use materials for teaching which avoid stereo typing and bias towards race, gender, role or disability. We deal with such issues clearly and sensitively if/when they do arise.

Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We use a range of strategies to support children and ensure their needs are catered for in each aspect of the curriculum. Strategies particularly relevant to geography are:

- The use of several levels of difficulty of vocabulary in class lessons by the teacher e.g. areas of housing/residential areas.
- Modified text passages.
- Different levels of written or oral questions for children investigating photographic or other visual materials.
- Modified graphs, e.g. the use of ICT to graph data, axis provided and labelled.
- Careful use of support for children with English as an additional language.
- The use of large scale maps, always colour highlighted for children with particular additional needs.
- Awareness of the problems colour keys provide for children with colour-blindness.

All staff at St Anne (Stanley) have high expectations of each and every child. For our gifted and talented pupils' we encourage them to think creatively, explore and develop ideas and try different approaches. Pupils should be encouraged to ask and answer their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts. Children will be encouraged to show greater independence in their work, for example carrying out a simple geographical enquiry.

**For further details see individual whole-school policies: Special Educational Needs; Disability Non-Discrimination; Gifted and Talented; English as an Additional Language (EAL).**

## **EAL:**

At St Anne (Stanley) we ensure that the teaching and learning of Geography is accessible for all pupils including those with English as an additional language. Our Geography lessons are highly visual with the use of videos, power points, digital maps etc and hands on using mapping skills and fieldwork. Our teachers model and demonstrate skills to support children's leaning. Learning opportunities are further maximised through additional support from adults in the classroom. Subject-specific vocabulary is discretely taught to all pupils with a focus on the development of language skills through group discussion etc.

## **SMSC/British Values**

In St Anne (Stanley) we ensure that we promote the spiritual, moral, social and cultural (SMSC) development of every child. As part of this, we actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs

SMSC plays a significant part in a child's ability to learn and achieve. Geography is an integral part of the curriculum and it therefore makes a contribution to the child's spiritual, moral, social and cultural development. All adults will model and promote expected behaviour during geography lessons, treating everyone as a valuable individual and showing respect for children and their families. Children will understand the need for rules and the need to abide by them for the good of everyone. School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements in phonics.

## **Enrichment**

Fieldwork is integral to good geography teaching and a statutory element of the Programme of Study. To enrich and enhance the teaching and learning of geography in our school, we incorporate field trips wherever possible and appropriate. Each class will undertake at least one fieldwork activity per year.

We enable all children to participate in activities outside the classroom including fieldwork visits and afterschool clubs. Linking with P.E, during the summer term Miss Quinn runs a weekly afterschool walking club. This allows children to observe and discuss their local area, the weather and problems such as litter.

Children are readily encouraged to discuss their own personal trips and share their knowledge of different places with their peers.

## **Homework**

Homework is not set specifically for Geography every week. It is given to children where and when necessary and always relates to the topic that the children have been learning.

## **Impact**

At St Anne (Stanley) we want children to thoroughly enjoy their geography lessons and be able to use the skills and knowledge they have acquired in their future lives. When planning lessons, we hope to contribute to our children being creative, confident, inquisitive and resilient learners. That are ambitious yet compassionate and respectful. We encourage our children to try new things and undertake new life experiences both now and in the future.

## **PSHE and Citizenship**

At St Anne (Stanley), geography contributes to the teaching of PSHE and Citizenship. Firstly, the subject lends itself to raising matters of citizenship and social welfare. For example, children study how environments are changing for better or worse and are we damaging the world we live in? Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others.

## **Role of the Geography Coordinator**

Each subject leader checks each year group's Long Term Plan against the NC for coverage in their subject area. If there are gaps, the relevant year group's teachers and the Curriculum Manager are informed to ensure comprehensive coverage.



The role of the Subject Leader is to:

- Provide a strategic lead and direction for the subject.
- Review the Medium Term curriculum plans for the subject and see that progression is planned into schemes of work.
- Keep up to date with developments in the subject, at both national and local level.
- Support and advice colleagues on issues related to the subject.
- Monitor children's progress in the subject area.
- Review the way the subject is taught in the school, and plan for improvement.
- Keep sample evidence of the children's work demonstrating the expected level of achievement in the subject in each year of the school.
- Provide efficient resource management for the subject.
- Have an awareness of the schemes of work from EYFS to KS2.
- Report to the Headteacher and Governors on the strengths and areas for development of the subject and the strategies for improvement.

### **Resources**

Resources specific to geography topics are located within each year group. All staff have access to and are responsible for maintaining the high quality of these resources. Resources are continually enhanced to support the delivery of the curriculum.

Children also have access to atlases, globes and interactive resources such as Google Earth. There are maps situated around school showing our local area and links with history with what the area used to look like. Maps are placed age appropriate for EYFS, Key Stage 1 and Key Stage 2. Throughout the year the Geography Lead will place questions and facts on these displays making them interactive. A collection of equipment that children can use to gather weather data is held centrally and is available on request from the Geography Leader.

It is an individual teacher's responsibility to ensure resources and equipment are returned in good order and that any breakages and/or resources that need replenishing are reported to the Geography Leader immediately.

**Name: H Melling**  
**Subject Coordinator**

This policy will be reviewed every two years.

**Date of Review: June 2019**

**Approved: 2019**

**Review Date: 2021**