Geography Policy

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1. Curriculum Statement - Geography

Intent

At Bishop Monkton 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 Bishop Monkton enables children to develop knowledge and skills that are transferable to other curriculum areas, which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an 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 Bishop Monkton Primary, and also to their further education and beyond.

Implementation

Geography is taught in a highly considered flow of knowledge blocks from EYFS to year 6. This flow supports the children's accumulative deepening of their knowledge whilst achieving a sustained growth in their skills and language. The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

The development of vocabulary is key at Bishop Monkton. Each block will set out a clear progression for the development of tier 2 and 3 vocabulary (mature high frequency words and subject specific words). Our reading schemes reflect this and contain a wide range of fiction and non-fiction books which support the children's interest and understanding in our human and physical world.

We have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, 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.

Cross curricular outcomes in geography are specifically planned for, with strong links between geography, history and morning literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Impact

Outcomes in topic and literacy books, will evidence a broad, balanced and progressive geography curriculum and demonstrate the children's acquisition of identified key knowledge. The emphasis placed on analytical thinking, questioning and specific vocabulary development, will support pupils to gain a coherent knowledge and understanding of our physical world and how humanity's decisions have shaped it or been shaped by it. This understanding, combined with the children's curiosity and passion, will help them consider how they, as humans, can shape our planet for good or ill in the future.

As children progress throughout the school, they will develop a deep knowledge and understanding of their locality and its place within the wider geographical context. They shall be engaged, empathetic members of society and own an understanding and respect for all people and places within the community of the wider world.

Children will be able to review the agreed successes at the end of every session and, with support from their teachers will be able to identify their own target areas, thus supporting the development of independent learners. The focus on the practice and progression of geographical skills e.g. map reading, surveying, will provide a strong foundation for future specialist geography-based education and careers.

2. Teaching and Learning

Our geography curriculum ensures that children will learn about their local area and compare their life in this area with that in other regions in the United Kingdom and the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes; the formation of landscapes; the use of landscapes; and the varied habitable and uninhabitable 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 are shaped, interconnected and change over time.

The learning intention for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson through the use of success criteria. Teaching and learning in history is supported by a wealth of resources, including access to high quality websites. Outdoor learning is planned for and progressive throughout the school and programmes of work are embedded with key knowledge, which itself has been mapped, along with key skills and vocabulary to support affective assessment and ensure progression across the school.

3. Monitoring and Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry 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 open-ended questions with appropriate scaffolding that require all children to explain and unpick their understanding.
● Providing effective written feedback, guided by the school's Marking Policy. This should including questions to challenge further where appropriate and to engage children with their learning. The written feedback will provide opportunities for self-assessment, consolidation, depth and target setting. It should also be used, alongside verbal feedback, to support all children in gaining the key objectives set.
● 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. The acquisition of the pre-identified key knowledge of each topic should be evidenced through the outcomes.
● Use of the 'what I know already, what I want to know and what I have learnt' at various points throughout the unit. Each unit should offer the children a series of written questions to be answered at the beginning of the unit and again at the end of the unit to assess knowledge gain.
● At the end of each unit the children will be teacher assessed using the working toward, at expected level or greater depth criteria. This will inform their teaching of the next unit.

4. Planning and Resources

- The geography unit to be taught can be found in the 'Bishop Monkton Geography Curriculum Overview' flow document. This reminds teachers of the prior units taught and therefore the progression of knowledge and skills each pupil is expected to have.
- The key knowledge and skills to be gained by the end of each key stage have been identified using the required geography objectives contained in the National Curriculum 2014.
- Each taught unit possesses a knowledge mat which clearly states the key knowledge required for the unit, the key vocabulary, and geographical skills that should be

considered. These resources are placed on the school website to develop the powerful partnership between home learning and school learning.

- Each unit possesses written assessment questions to feed into the end of unit teacher assessment.
- Bishop Monkton has a wide range of texts to support the learning. Alongside these, the children have easy access to laptops, IPads and interactive whiteboards to provide access to PowerPoints and the internet.
- People with interests and expertise should be readily encouraged to visit. Visits should be planned to enhance the classroom learning. Links with projects, people and the continuation of our Fairtrade status should be used to enrich learning regularly.
- Cross-curricular links to history have been identified and the progression of topics have been planned to enable each subject to enhance and support the other.

5. Early Years Foundation Stage (EYFS) in Nursery and Reception

Early years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed according to the Development Matters Attainment targets. The children are supported in developing the knowledge, skills and understanding that helps them make sense of the world. The children are encouraged to talk about the world around them.
They begin to gain knowledge of the world through:

- Photographs and film clips
- Listening to the stories of people
- Role play activities
- Discussing places they have visited.
- Listening to the reading of carefully chosen books to stimulate discussion

The reception children will follow the year 1 units using the opportunities above to develop geographical knowledge. The geography focused books will challenge the higher ability children to deepen their knowledge and understanding.

6 KS1 and KS2

Each year, the children will explore 3 strands of geography:
1 Locational geography
2 Place knowledge
3 Human and physical geography.
Within these strands they will use and develop geographical skills. E.g. map work, surveying.

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. 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.
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 have been selected to link to other areas of the curriculum to allow for cross-curricular work and development.
E.g. Africa (a history study on Nelson Mandela), North America (a history study on the Wright Brothers).

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 the three areas of study highlighted above, 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.

Year 2 &3 will continue to achieve the objectives set out in year 1 above, becoming more assured in the geographical knowledge and skills as they transition from KS1 to lower KS2 and then on to upper KS 2.

Year 1 to year 3 children will be adhering to a 2 year rolling programme. Years 4, 5 and 6 will adhere to a 3 year rolling programme which will build on the skills and knowledge gone before.

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 have been selected to link to other areas of the curriculum to allow for cross-curricular work and development. E.g. Whitby and Greece (Ancient Greece history topic), Mexico (Ancient Maya), Germany (Anglo-Saxons and WW2).

In Key stage 2 Physical geography knowledge is extended to allow children to develop a deeper understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle). Human geography knowledge is extended to allow children to develop a deeper understanding of aspects of 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, and digital technologies.

7. Equal Opportunities

At Bishop Monkton 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.

8. Inclusion (eg EAL/SEN/PP/Provision for HA)

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 carefully 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 and 'keep up' in each curriculum area, according to their full potential.

The 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.

9. Role of the Subject Leader

The coordinator'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.
- 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 takes 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 ensure that approaches are informed by and in line with current identified good practice and pedagogy.

10. Parents (Including Homework)

We, at Bishop Monkton, actively encourage the involvement of families and the wider community to help support the teaching of geography through visiting or the sharing of stories.
We, at Bishop Monkton, actively encourage families to learn alongside the children freely making available the knowledge mats to guide their involvement. This may be through family visits to relevant places, enrichment projects or simply supporting the children to acquire the key learning objectives displayed clearly on the knowledge mats.

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