



# Thornaby Church of England Primary School

## School

### Geography Policy

#### **National Curriculum**

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip 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, their growing knowledge about the world should help 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, 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.' **National Curriculum 2014**

#### **Intent**

At Thornaby Church of England Primary School, we believe that Geography is integral to our lives and the world around us. We aim to motivate and engage children to be inspired about the world in which we live. Giving the children an awareness of the wider world will broaden their interests, preparing them for life in the modern world. Children are encouraged to develop a greater knowledge and understanding about the human and physical aspects of the world, as well as their place in it. We investigate a range of places - both in Britain and abroad - to help develop their knowledge and understanding of the Earth's physical and human processes, of people and environments. From studying a range of countries and comparing them to Britain allows our children to form a deeper understanding of how countries are different- eradicating stereotypes. We are committed to providing children with opportunities to investigate and make enquiries about their local area, so that they can develop a real sense of who they are and what makes our local area unique and special. Children will know how their actions impact on both local and world environments and what they can do in order to preserve our world for future generations.

The geography curriculum is designed to develop knowledge and skills that are progressive, as well as transferable. We follow an exciting curriculum based on the Cornerstones topics, which aim to inspire and engage pupils.

## **Our aims:**

- To develop a rich and deep subject knowledge.
- To give children an understanding of their local environment and to compare and contrast this with other environments.
- To provoke and provide answers to questions about the natural and human aspects of the world.
- To promote and awe and wonder about the world around them.
- To offer opportunities for children to learn both in and outdoors, on and off site.

## **Implementation**

Geography at Thornaby C of E Primary is taught throughout the year, through topics based on the Cornerstones themes. These topics can be a predominantly Geography based topic, or Geography objectives are met, due the cross curricular links that allow for a broad and balanced learning experience. Children are given the opportunity to make links and transfer their knowledge in order to achieve a depth of learning that builds, consolidates and sticks.

We have identified the key knowledge and skills of each topic. Careful consideration has been given to ensure challenge and progression runs smoothly throughout each year group, so this enables children to make purposeful connections.

At the beginning of each topic, children are provided with a memorable experience in order to engage and excite their curiosity. This is followed by the 'Develop' stage, where a range of learning objectives are addressed in order to achieve depth and breadth of the subject. The children are then given the opportunity to recall and apply their skills and knowledge throughout the 'innovate' stage. Each topic has opportunities for regular recapping and knowledge retrieval, in order to secure an in-depth subject knowledge. Finally, the 'Express' stage allows the children to share their skills and understanding.

## **Impact**

Outcomes in topic and Literacy books evidence a broad and balanced geography curriculum and demonstrate clear progression.

Children review their own progress at the end of each topic and mark the objectives they feel they have met.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).

- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Marking of written work in books.

## **Objectives**

### **Foundation Stage**

Geography forms part of one of the six areas of learning in the Foundation Stage "Knowledge and Understanding of the World". Early learning goals give guidelines for the expectation required by the end of this stage for each child. Children in Foundation 1 and Foundation 2 classes are able to access a variety of play-based and adult-led activities that develop their Knowledge and Understanding of the World, working towards the objectives set out in the Early Learning Goals (ELGs). It is encouraged that these learning experiences are based on the children's personal interests, but it is recognised that this is not always possible, and so the children are directed to a variety of adult led activities.

### **Key stage 1 Children**

Pupils should develop knowledge about the world, the United Kingdom and their locality. 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.

### **Pupils should be taught:**

#### **Locational knowledge**

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### **Place knowledge**

- understand 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

#### **Human and physical geography**

- 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
- use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### **Key stage 2 Children**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### **Pupils should be taught to:**

#### **Locational knowledge**

- locate the world's 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
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### **Place knowledge**

- understand 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, and a region within North or South America

### **Human and physical geography**

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- 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.

### **Cross- Curricular Links**

Cornerstones topics link concepts from within different subjects to give them meaning in a wider context. This enables children to make purposeful connections between subjects. History, Art, model making, ICT, food technology, drama, stories and poetry are all linked in order to enlighten and enhance the learning in geography.

### **Progression**

The Breadth of Study used follows the National Curriculum and ensures a clear progression in the acquisition of geographical knowledge, skills and understanding across Key stages 1 and 2.

### **Differentiation**

Where appropriate work is differentiated to meet individual's needs.

In Key Stage 1 differentiation may be

- By outcome (particularly in whole class teaching)
- By resources (maps, atlases, pictures)
- By teacher intervention (by the level of teacher questioning, prompting, and support given)

## **In Key Stage 2**

- For less able children a greater emphasis is placed on visual, pictorial and oral activities

For the most able children a greater emphasis is made on developing independent research, geographical enquiry skills and accurate recording of results and conclusions.

### **Delivery**

Geography is delivered through the Cornerstones curriculum. This gives the opportunity for development of speaking, listening, reading and writing. Work is differentiated either through planning, or by outcome, as appropriate within each year group.

### **Teaching and Learning**

At Thornaby C of E Primary School a variety of media are available to enhance the development of geographical skills. This includes using a variety of data such as, graphs, maps, posters, aerial photographs, charts, video material, I.C.T. programmes and non-fiction books. Visits are made to relevant fieldwork sites, including walks around the locality and the school site.

### **Special Educational Needs**

Planning for pupils with SEND is part of the planning process that we do for all pupils at Thornaby Church of England School. Removing barriers for pupils with SEND ensures that all children can learn and progress in ways that are personalised to them but to also ensure they have access to a broad and balanced curriculum.

We strive hard to meet the needs of those pupils with special education needs and take reasonable steps to achieve this. To ensure our SEND children learn more effectively, it may be appropriate to plan smaller steps for them to achieve the learning goal, adapt the task through differentiation, alter the materials (such as less on the page, enlarged font, simple language etc), use a range of teaching styles or provide additional resources, materials or equipment. The modifications we make to each lesson depends on the SEND needs of the children and the intended learning outcome.

The SENCO is available to support staff with advice concerning any aspect of special educational needs including the provision or adaptations that need to be in place for SEND children.

### **Assessment, Recording and Reporting**

Formative assessments are carried out daily and used to clarify learning and adapt teaching. These are done through mini plenaries and 'live' individual feedback as pupils

work, by teachers and teaching assistants. Peer to peer feedback, discussion and reflection is used regularly as an essential part of learning. The Express stage of topic allows for the children to demonstrate their learning from the topic. Assessment activities are varied and can be a piece of writing, a quiz, a piece of practical work or a presentation. Teachers may use evidence from discussions or written work to assess attainment. Objective sheets are used at the beginning and end of each topic to assess prior knowledge and learnt knowledge. The children have the opportunity to reflect on their learning/self-assess at the end of the topic identifying what they have learnt throughout the topic.

Following the completion of these summative assessments a judgement is made as to whether pupils are working below, at or above the expected level. These are recorded on a whole school foundation assessment tracker. This enables subject leaders to easily monitor the work produced across school. When a pupil reaches the end of a key stage a formal judgement is made using the same criteria