

St Peter's C of E Primary School



Geography Policy

Vision Statement

'Faith, Family, Future'

Jesus built his church upon the strength of St Peter – who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

'Each of you should use whatever gift you have received to serve others'

1 Peter 4 v10

Rationale

Geography is a valued part of the curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography stimulates curiosity and imagination as it explores the relationship between the Earth and its people. The geography curriculum places great importance on the interaction between the physical and the human environment; helping pupils to understand their links with and effects on, the natural world and their links with other people in the wider world. It provides a key context in which to involve pupils with environmental sustainability, teaching them the importance of being a responsible citizen. We encourage children to learn by experience and we value fieldwork as an integral part of the geography curriculum.

Aims and Objectives for the Teaching of Geography at St. Peter's CEP School

The National Curriculum aims for Geography are to:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions and processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- be competent in the skills to:
- collect, analyse and communicate with a range of data gathered through experience of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, aerial photographs and Geographical Information Systems (GIS)

- communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length

At St Peter's we aim for our Geography curriculum to:

- develop an understanding of space and place in relation to local, national and global environments
- allow children to be active participants and investigators
- give the opportunity for children to learn outside of the classroom through fieldwork, visits and visitors
- encourage a sense of awe and wonder, stimulating children to continue their learning into adulthood

Teaching and Learning

Whole-class teaching methods combine the development of skills with enquiry-based research activities. We encourage children to handle artefacts and to ask, as well as, answer geographical questions. We offer them the opportunity to use a variety of resources, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage and IT. Role-play is used so children can take part in discussions which focus on different opinions and viewpoints.

In the Early Years Foundation Stage, geography makes a significant contribution to the development of each child's Understanding of the World under the headings 'People, Culture and Communities' and 'The Natural World'. We encourage children to observe, comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world around them. Through observation and hands-on experiences children learn to identify and explore similarities, differences, patterns and change in their world. They are encouraged to view the world with awe and wonder and to reflect on their observations – verbalising their ideas.

In Key Stage 1 pupils investigate their local area and begin to learn about the wider world, including the seven continents. 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. They create their own maps and develop keys.

In Key Stage 2 pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and IT. They learn to use grid references and to locate places using the grid system.

Planning and Organisation

At St Peter's CEP School, we follow the Kapow scheme of work for Geography. Teachers use this scheme to plan specific activities and open-ended learning opportunities, providing children opportunities to develop skills and foster a positive attitude to learning. Clear achievement goals are set in the planning, that reflect the knowledge and skills children need to progress. The scheme, and teachers' use of it, ensures that the work and expectations match pupils' abilities, experience and interests; demonstrating clear progression, continuity and subject coverage throughout the school. Careful long-term planning ensures breadth and balance; ensuring that the units of work are varied and provide a range of foci as children move progress through each year

group. Geographical themes run through the scheme allowing children to make connections. Due to the mixed year groups, we run a two-year planning cycle of design and technology topics in Key Stage 2 to ensure coverage.

SEN/Able/EAL Pupils

We recognise that there are children of widely differing abilities in all classes and we ensure access to learning for all children by scaffolding their learning as needed. Any child may need extra support to understand a concept or to master a new skill and so scaffolding is available to any who may require it.

In order to ensure inclusion and engagement across all ability levels, tasks are often open-ended, facilitating a range of outcomes and results; tasks are pitched to build on children's existing knowledge and understanding and, when necessary, pupils are paired or grouped sensitively.

Support is put in place for children who have English as an additional language, this may be in the form of translations, word banks, pre-teaching of vocabulary or substitution tables.

Monitoring and Assessment

Formative assessment takes place in a variety of ways in geography, including the use of written work, discussions and observations. Assessment is built into the planning of learning experiences and allows for the teacher to use these for future planning. Children are encouraged to improve their own learning performance, allowing them to evaluate their own work in order to understand what they need to do to make improvements. Children's learning is documented in books as well as through the Seesaw app.

Monitoring and Assessment

Formative assessment takes place in a variety of ways in geography, through the progression of skills as well as the children's ability to express the understanding of geographical features and concepts. Assessment is built into the planning of learning experiences and allows for the teacher to use these for future planning. Children are encouraged to improve their own learning performance, allowing them to evaluate their own work in order to understand what they need to do to make improvements. At the end of each topic a summative assessment activity is carried out in the form of a quiz through which the children can show what they have remembered and learned, these results are recorded using the Kapow scheme's assessment documents.

Retrieval Practice

Children revisit previous learning as they move through the school. Low stakes quizzes on Kahoot! are created at the end of topics which can be used for future retrieval practice. Memory Maps of learning are created using working walls, key learning and vocabulary in order for children to revisit their learning as they move through the year groups. Quizzes, Memory Maps and vocabulary cards are created for each year group and move through the school alongside them.

Monitoring and Review

- The geography leader is available to support teachers with their planning and teaching of geography.
- Planning, teaching and learning is monitored and reviewed to ensure children are accessing the geography curriculum.

Reviewed January 2024