



# The Federation of Spixworth Schools

## Primary Geography Policy

Approved by SLT: October 2021

To be reviewed: Autumn 2022

Subject Leader: J Patterson

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## Geography Vision

At The Federation of Spixworth Schools we want all of our children to have a curiosity and fascination of the world: people, places and environments. It has never been more important for children to have a comprehensive global understanding of our world. Our Geography curriculum will support children to develop respect for the physical world and the vast scope of our diverse planet. We aim to develop the children's interest in a variety of physical and human environments in the wider world by expanding horizons within and beyond the local community and motivate our children to take an active part in contributing to and protecting the world they grow up in.

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

### **1. Legal framework**

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: geography programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'

## **2. Roles and responsibilities**

2.1. The geography subject lead is responsible for:

- Preparing policy documents, and overseeing curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of geography, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of geography in subsequent years.

2.2. Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' geographical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the geography subject lead about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and completing data on Pupil Asset at the end of each unit taught.

- Reporting any concerns regarding the teaching of the subject to the geography subject lead or the Curriculum Senior Leader
- Undertaking any training that is necessary in order to effectively teach the subject.

### **3. Early years provision**

- 3.1. Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'
- 3.2. Provision for early years pupils focuses on four specific areas:
  - Literacy
  - Maths
  - Understanding the world
  - Expressive arts and design
- 3.3. All activities will adhere to the objectives set out in the framework.
- 3.4. In particular, geography-based activities will be used to develop pupils' understanding of the world, helping them to comprehend a world beyond their local community.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

### **4. The national curriculum**

- 4.1. The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

#### **KS1 objectives**

- 4.2. Locational knowledge:
  - Name and locate the world's continents and oceans.
  - Name, locate and identify characteristics of the countries which make up the United Kingdom (UK).
- 4.3. Place knowledge:

- Understand the geographical similarities and differences of areas of the UK and of a small area in a contrasting non-European country.
- 4.4. Human and physical geography:
- Identify seasonal and daily weather patterns in the UK.
  - Locate hot and cold areas of the world in relation to the equator.
  - Use basic geographical vocabulary to refer to key physical features, as well as human features, including buildings, vegetation and seasons.
- 4.5. Geographical skills and fieldwork:
- Use world maps, atlases and globes to identify the UK and any other countries studied.
  - Use simple compass directions, locational terminology and directional language to describe the location of features and routes on a map.
  - Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
  - Devise a simple map and construct basic symbols in a key.
  - Use observational skills to study the geography of the school and identify the key human and physical features of the surrounding environment.

## **KS2 objectives**

- 4.6. Locational knowledge:
- Use maps to locate countries around the world, concentrating on Europe's and North and South America's environmental regions, major cities and key characteristics.
  - Identify counties and cities of the UK, geographical regions and their identifying characteristics, key topographical features and land-use patterns.
  - Understand the location and significance of the Tropics of Cancer and Capricorn, the Equator, the Northern and Southern Hemisphere, the Arctic and Antarctic Circle, the Greenwich Meridian and other time zones.
- 4.7. Place knowledge:
- Identify geographical similarities and differences through the study of human and physical geography of one region in the UK, Europe and North or South America.
- 4.8. Human and physical geography:
- Describe and understand key aspects of physical and human geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle, types of

settlement and land use, economic activity and the distribution of natural resources.

4.9. Geographical skills and fieldwork:

- Use maps, atlases, globes and digital/computer mapping to locate countries.
- Use the 8 points of a compass and four- and six-figure grid references and symbols to build knowledge.
- Use a range of methods, including sketch maps, plans and graphs, and digital technologies, to record the human and physical features in the local area.

## **5. Cross-curricular links**

5.1. Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas.

### **5.2. English**

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

### **5.3. Maths**

- Pupils use their knowledge and understanding of measurement and data handling.
- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

### **5.4. Science**

- Pupils use their knowledge of the natural world to identify and analyse features of physical geography.
- Pupils' investigative and practical skills are developed through the use of fieldwork and problem-solving activities.

### **5.5. Computing**

- ICT will be used to enhance pupils' learning.
- Pupils will use ICT to locate and research information.
- ICT may be used to record findings, using text, data and tables.

### **5.6. Spiritual development**

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination.
- Pupils are encouraged to think about the effect of humans' actions on the environment.
- Current geographical developments and issues will be discussed in the classroom, where appropriate and will be included in some assembly topics.

## **6. Teaching and learning**

- 6.1. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
- 6.2. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.
- 6.3. Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:
  - Questioning, predicting and interpreting
  - Pattern seeking
  - Practical experiences
  - Collaborative work
  - Role-play and discussions
  - Problem-solving activities
  - Classifying and grouping
  - Researching using secondary sources
- 6.4. Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos.
- 6.5. The classroom teacher, in collaboration with the geography subject lead, will ensure that the needs of all pupils are met by:
  - Setting tasks which can have a variety of responses.
  - Providing resources of differing complexity according to the ability of pupils.
  - Setting tasks of varying difficulty depending on the ability group.
  - Utilising teaching assistants to ensure that pupils are effectively supported.
- 6.6. Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.

- 6.7. Each year group will have the opportunity to undertake an external educational visit or visitor in school, which is Geography based, at least once per key stage.

## **7. Planning**

- 7.1. Throughout the school, geography is taught as a discrete lesson and as part of cross-curricular themes when appropriate.
- 7.2. Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: geography programmes of study'.
- 7.3. Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- 7.4. Long-term planning will be used to outline the units to be taught within each year group. Fieldwork and Map work skills should be included in each year group at least once, but more frequently where possible.
- 7.5. Long-term planning will be used to identify which fieldwork opportunities will take place in each year group.
- 7.6. Due to providing for some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By doing so, we ensure that children have complete coverage of the National Curriculum, but do not repeat topics.
- 7.7. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.
- 7.8. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 7.9. Medium-term plans will be shared with the geography subject lead to ensure there is progression between years.
- 7.10. Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson.
- 7.11. Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.
- 7.12. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

## **8. Assessment and reporting**

- 8.1. Pupils will be assessed, and their progression against learning objectives recorded on Pupil Asset at the end of each unit of study.

- 8.2. Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 8.3. Assessment will be undertaken in various forms, including the following:
  - Talking to pupils and asking questions
  - Discussing pupils' work with them
  - Marking work against the learning objectives
  - Observing practical tasks and activities
  - Pupils' self-evaluation of their work
  - Evidence of learning on Tapestry (EYFS/KS1)
- 8.4. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- 8.5. In terms of summative assessments, the results of end-of-unit teacher assessments will be recorded on Pupil Asset so that they are available to the next teacher.
- 8.6. Parents will be provided with a written report about their child's progress during the Summer term every year. This will include information on the pupil's attainment in geography based on teacher assessment.
- 8.7. Reports on progress being made in Geography may be included in parent-teacher discussions during the Autumn and Spring terms.
- 8.8. Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.

## **9. Monitoring and review**

- 9.1. This policy will be reviewed on an annual basis by the geography subject lead in conjunction with the SLT.
- 9.2. The geography subject lead will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- 9.3. Any changes made to this policy will be communicated to all teaching staff by the geography subject lead.
- 9.4. The next scheduled review date of this policy is October 2022

