



GEOGRAPHY POLICY FOR SHAKESPEARE PRIMARY SCHOOLS

To be reviewed: every 3 years

Governor Committee Responsibility Assigned To: Curriculum

Adopted by Governors: Nov 2009

Amended and Reviewed by WM: 20/09/2023

Approved by Governors: 25/09/2023

Intent

At Shakespeare Primary School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We pride ourselves on our creative learning environment and classroom displays.

Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Shakespeare enables children to develop knowledge and skills that are transferable to other curriculum areas and which can be, 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 intend to inspire 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 to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Shakespeare and also to their further education and beyond.

Implementation

Geography at Shakespeare is taught throughout a term in year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills they will be teaching within their year group and consideration has been given to ensure progression is achieved across topics throughout each year group across the school. At the beginning of each area of Geography that is covered, children are given the opportunity 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 considered during the planning stage and utilised in other subjects. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Impact

The impact the teaching has on pupils at Shakespeare should see children making clear progression and sustained learning with transferable skills. Outcomes in topic and literacy books, evidence a broad and balanced Geography curriculum and demonstrate children's acquisition of identified key knowledge. Children are given the opportunity to review their successes in achieving the lesson objectives as part of plenaries in order to help identify personal targets. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Educational visits provide further relevant and contextual learning.

Key Stage 1 Pupils should be taught about:

Location 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 (e.g. near and far; left and right) 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 Pupils should be taught about:

Location 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Teaching and Learning Styles

The school uses a variety of teaching and learning styles in geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

Geography planning

Our school has devised a programme of study where each foundation subject is taught in throughout the year. This curriculum is cross-referenced to the programs of study of the National Curriculum and provides comprehensive skills development. In order to achieve full coverage of the National Curriculum, the skills and objectives have been broken down into year group objectives, based on the Lancashire KLIPS.

Geography is planned through creative and purposeful learning opportunities within the class learning 'experience'.

Assessment

Teacher assessment takes place at the end of each unit of work, with a notation against the child's name of working towards, developing, expected, or greater depth standard. This description indicates the child's performance against the learning expectations being recorded. Regular assessment is carried out using:

- oral questioning to encourage discussion;
- self-evaluation of written work, map/field study work etc.

Teachers analyse pupils' progress in the units of work they have completed at the end of each school year to complete the annual report to parents/guardians. This report takes the form of a summary of the teacher's observations and continued assessment of the pupils at work and a level at which the pupil is currently working.

Differentiation

In all classes there are children of differing ability and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. Great importance is put upon ensuring children understand the importance of living in a sustainable world and the part that they can be in looking after it.

Monitoring

The Geography subject leader and class teacher are responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The subject leader is responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leader will complete an annual action plan where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.

Reviewed 5/10/2017 - KJ

Reviewed 8/06/2020 – WM

Reviewed 20/09/2023 – WM/PM