

Geography Policy

DUKE OF NORFOLK CE PRIMARY SCHOOL



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1. Geography Curriculum Intent

1.1 Aims of this Policy

This policy aims to:

This document reflects the Duke of Norfolk Primary School's values and philosophy in relation to the teaching and learning of Geography. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Curriculum Map and the Vocabulary Map for Geography.

Our Geography policy covers all of the statutory expectations as set out in the [National Curriculum for England 2016](#) (DfE). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

1.2. A.S.K and Our Geography Curriculum

SMSC Statement

At the Duke of Norfolk CE Primary School, we recognise that the personal development of pupils spiritually, morally, socially, and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that not only provides pupils with the required knowledge and skills in Geography, we provide opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. We use the acronym **A.S.K** (**Attitude, Knowledge and Spirit**).

Geography provides opportunities to promote the following:

Spiritual development: Through helping pupils to reflect on the wonder of the world around them, both in Britain and globally.

Moral development: Through helping pupils recognise what is right and wrong, thinking about fairness in trade and developing positive attitudes towards our relationships with the environment.

Social development Through helping pupils recognise their own opinions and consider the views of others when discussing topics and suggesting solutions to potential geographical problems.

Cultural development: Through developing an understanding and appreciation of the wide range of cultural influences that have helped to shape our own heritage and others. Respecting and celebrating diversity in Britain and across the world.

1.3. Intent of Our Geography Curriculum

At Duke of Norfolk Primary School, we believe that high-quality Geography lessons will engage and inspire children to think innovatively and develop creative understanding, which will provide them knowledge for the wider world. The enthusiasm and confidence that pupils gain from Geography will transfer to other subjects in

the curriculum. The students get the creative, technical, and practical knowledge allowing pupils to engage successfully in a world that is becoming more technologically advanced through well-designed and carried out learning activities. They gain a firm foundation of knowledge and skills to see them equipped to take on further learning in High School.

Our aims are also underpinned by the National Curriculum aims, which state:

The national curriculum for Geography aims to ensure that all pupils:

- > 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 of 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
- > are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, 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.

1.4. Geography Curriculum Organisation

How the Geography curriculum is organised:

- > The curriculum for Geography is specifically designed for children to build on prior knowledge and skills, and although working on a two-year cycle the curriculum is split into phases to ensure that the progression remains chronological.
- > Curriculum mapping for Geography is split into two areas, Place and Human & Physical Geography, which are then divided into six themes. These themes are:
 - Contrasting Countries (Place)
 - People (Place)
 - Changes (Human & Physical Geography)
 - Physical Features (Human & Physical Geography)
 - Economic Activity (Human & Physical Geography)
 - Climate Change (Human & Physical Geography)
- > As part of the Geography curriculum Locational Knowledge and Geographical skills and fieldwork objectives are inter-woven into units across the KS1 and KS2 curriculum.
- > Six units are taught over the course of each phase, teaching Geography three half terms per academic year. This allows sufficient time to cover the statutory content of Geography along with enrichment opportunities.

- > Whilst the Nursery and Reception cover the Statutory EYFS Framework, mapping for Geography makes clear the foundations that are to be laid in this vital stage. Where possible, these link to the Seven Areas of Learning and Development.

2. Geography Implementation

2.1. Planning

Planning for each unit of work is done on the school's agreed format for Medium Term Planning. This planning format makes explicit the links between prior and subsequent learning, sets out the pedagogical approach, makes clear how learning will be differentiated, and the vocabulary to be secured.

EYFS use a different planning format due to the inter-related nature of their curriculum, but this planning makes clear the Geography objectives for easy monitoring.

Planning is shared across the phase so that children access the same learning, and teachers share the planning workload.

Planning is stored on the shared server for easy access and monitoring.

2.2. Resources

Resources in Geography are kept either in class, within a phase or centrally.

- > There is a central store of A4 local aerial maps, A4 local aerial photographs, A3 whiteboard UK/World maps and other mapping resources in the staff room Geography cupboard. Each phase has a set of atlases and each class has a globe. Unit specific resources are being developed and will be kept within each phase as required.
- > The Geography Coordinator is responsible for auditing resources.
- > The Geography Coordinator orders resources. Staff can make a request for resources to the Geography Coordinator.

2.3. Teaching and Learning

Teachers use a variety of teaching and learning styles in Geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in Geography so we use a variety of teaching and learning styles in our Geography lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- > They are presented with facts about places
- > They use critical thinking strategies to consider evidence presented to them
- > They use the local environment to gain a better understanding of where they live
- > They have access to secondary sources such as books and photographs
- > They are interested in and engage with maps
- > They are shown, or use independently, digital mapping as a tool to find out more about the world
- > They undertake fieldwork by using the local area
- > They are shown, or use independently, resources from the internet and videos
- > They are able to use non-fiction books for research
- > They are provided with opportunities to work independently or collaboratively, to ask as well as answer geographical questions

We recognise the fact that we have children of differing abilities in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through providing scaffolds to support children to meet the learning outcome, which might include differentiated tasks or resources, adaptations of the expected outcome and/or support from peers or adults. Sometimes we may need to or break down the learning outcome to smaller steps or visit an earlier cognitive step on the curriculum map (see below).

2.4. Inclusion

Teachers set high expectations in geography for all pupils. They will use appropriate assessment to set ambitious targets for all, based on our curriculum maps, and plan challenging work for all groups, including:

- > More able pupils
- > Pupils with low prior attainment
- > Pupils from disadvantaged backgrounds
- > Pupils with SEND
- > Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study geography, wherever possible, and ensure that there are no barriers to every pupil achieving. The geography curriculum is mapped so that learning steps can be broken down to match a child's cognitive stage; however, as some topics in a strand can vary significantly (e.g., the **Contrasting Countries** strand covers topics such as Italy and Tocuaro) we will use our expertise and knowledge of the child to plan accordingly. There are different ways we may do this, depending on the needs of the child.

- It might be most appropriate to break the composite learning aim into smaller steps. An example is the Year 3/4 aim to **'Know the main geographical areas of Italy - Alps in the north, Apennines down the length of the country and the longest river in Italy River Po'** which could be broken down to include understanding features within just one aspect of a country such as **'land use'**.
- It might be more suitable to track back through the strand to find an appropriate aim for children to work on. Using the same example from Year 3/4 to **'Know the main geographical areas of Italy- Alps in the north, Apennines down the length of the country and the longest river in Italy River Po'**, teachers may select aims from a previous phase, which although are under a different 'topic', can be adapted to fit in with the current class topic. For example, **'Compare houses and landscape features in both places'** from the EYFS Glossop topic could easily be applied to the Italy topic in Y3/4 by focusing on landscape features in Italy.

Where there are physical/accessibility barriers, appropriate adaptations will be made to ensure children can access the learning at the appropriate level.

Teachers will seek advice and support from the SENDCo when necessary.

Teachers will also take account of the needs of pupils whose first language is not English. Geography lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part and achieve.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

2.5. Assessment and Recording

In order to check that children are progressing in geography (that they know more, can do more, and remember more), and that our teaching and learning is matched well to the children's needs, we continually employ a range of formative and summative assessment strategies.



Clarity for teachers and children about what they need to know and do supports learning, and makes criteria for assessment clear. Our curriculum maps provide clear composite and component knowledge and skills to underpin this.

Ongoing retrieval tasks are completed throughout a unit of learning which supports children to move learning into their long-term memories. These tasks also help teachers to spot gaps in learning, address misconceptions, and adapt their teaching accordingly.

Summative quizzes at the end of a unit of learning help teachers to check on learning of composite knowledge. We know that assessment close to the point of learning can be misleading, so we repeat these quizzes at the beginning of the next unit of learning in the strand. This not only allows teachers to check that learning has been secured (at some distance from the point of learning) but supports children to retrieve knowledge/mental models in preparation for subsequent learning.

2.6. Roles and Responsibilities

2.6.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- > A robust framework is in place for setting curriculum priorities and aspirational targets for Geography
- > Maintained schools only: Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- > The school is complying with its funding agreement and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- > Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN) in Geography

- > The school implements the relevant statutory assessment arrangements
- > It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

2.6.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- > All required elements of Geography, including those aspects which school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- > The amount of time provided for teaching Geography is adequate and is reviewed by the governing board
- > Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of Geography
- > They manage requests to withdraw children from Geography, where appropriate
- > The school's procedures for assessment of Geography meets all legal requirements
- > Proper provision is in place for pupils with different abilities and needs, including children with SEN

2.6.3 Subject Lead for Geography

The Geography leader will:

- > Be the advocate for Geography in school
- > Provide advice or guidance to staff, when necessary
- > Keep abreast of local and national developments in Geography and disseminate relevant information to staff
- > Provide or source appropriate CPD to all staff, or targeted groups/individuals, as required
- > Set a timetable of monitoring and evaluation (see Monitoring) to monitor effectiveness of Geography and use to inform action planning and subject development
- > Report findings of monitoring to SLT and Governors regularly
- > Feedback monitoring to staff in a timely and professional manner
- > Monitor appropriate storage and responsible use of stock
- > Co-ordinate any display of Geography work.
- > Ensure the subject leader file is kept current
- > Collect a portfolio of children's work, including photographs of, and examples of pupils' work

2.6.4 Teaching and Learning Staff

Teaching and learning staff will:

- > Ensure that the Geography curriculum is implemented in accordance with this policy
- > Engage actively with professional development and feedback in Geography in order to improve teaching and learning

3. Impact

3.1 Expectations

By the end of EYFS pupils should be able to:

- > Talk about where they live and describe some of the features there
- > Recognises changes in the local environment through direct observation or secondary sources
- > Describe where we get our food from
- > Compare Glossop to other places by describing the buildings familiar to them e.g. houses and what people do there
- > Name some plants, trees and animals which live in the woods in our grounds
- > Record simple weather observations and look at the changes over a period of time

By the end of Phase 1 (Year 2) pupils should be able to:

- > Name the continent we live in and our nearest ocean
- > Name and locate the seven continents and five major oceans
- > Name and locate the four countries in the U.K. and their capital cities
- > Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied
- > Use simple compass directions (North, South, East and West) and locational and directional language [for example, 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 our school and its grounds and the key human and physical features of the surrounding environment.
- > Compare life in Tocuaro to life in Glossop
- > Describe what people do at the seaside both on holiday and for work
- > Describe the physical and human features of Glossop and the changes in these over time
- > Know the name of the layers of the Amazon Rainforest, what lives there and some of the reasons why the rainforest is in danger
- > Name the continent that Norway is in and name its capital
- > Describe what people do in Norway for work and why tourists are attracted to this area
- > Know the difference between weather and seasons
- > Observe and record local weather
- > Know how extreme weather has become more frequent in the U.K, some of the reasons for this due to climate change and how this has affected Glossop in recent years

By the end of Phase 2 (Year 4) pupils should be able to:

- > Name and locate some of the counties, cities and geographical regions of the U.K.

- > Locate countries and capital cities within Europe, learn some of these and know how to find the rest in an atlas
- > Name and locate six main world climate zones
- > Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic Circle, Antarctic Circle, Tropic of Cancer, Tropic of Capricorn
- > Use maps, atlases, globes to locate countries and describe features studied
- > Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps)
- > Use digital/ computer mapping to locate countries and describe features studied
- > 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.
- > Compare Italy to the U.K. in terms of regions, landmarks, food and drink
- > Locate the polar regions and describe them in terms of landscape and what life is like there
- > Know that we are surrounded by the Peak District and describe some of the changes to it over time
- > Explain how 'Moors for the Future' is helping to protect our moorlands
- > Locate the world's rainforests, describe the climate and weather there and know about characteristics of the layers of the rainforests
- > Know that different climate zones produce different foods and give examples of these
- > Know what climate change is and how the actions of humans affect it
- > Know about COP and how it aims to help to combat climate change, how David Attenborough has promoted awareness of climate change and what we can do for a better future

By the end of Phase 3 (Year 6) pupils should be able to:

- > 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)
- > 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.
- > Compare the similarities and differences between two countries in the Caribbean and the U.K. based on human and physical geography and characteristics

- > Explain how people survive in the rainforest, what food is produced in the rainforest and why it is exported around the world
- > Describe what deforestation is and explain how the forest could have a more sustainable future
- > Name the main stages and features of rivers and mountains, how they are formed.
- > Explain how a river changes the environment and what happens when it floods
- > Describe how earthquakes and volcanoes are formed and how they have changed the landscape of Iceland
- > Describe what Global Trade is and how it impacts on communities across the world
- > Explain what Fair Trade is
- > Explain what climate change is and what can be done to combat it
- > Know about COP and how it aims to help to combat climate change, how Greta Thunberg has promoted worldwide awareness of climate change and what we can do

3.2 Monitoring and Evaluation

The subject leader will create an annual timetable of monitoring and share it with SLT at the start of the academic year. This will include the planned methods of monitoring, the suggested dates, and the focus of monitoring, which may be informed by the School Improvement Plan, or the Geography action plan.

3.3 Methods of Monitoring

Methods of monitoring Geography may include:

Lesson observations (to be agreed as part of the formal Performance Management process) or informal learning walks

Interviews or questionnaires with children

Interviews or questionnaires with staff/parents

Looking^[CG1] at books or recorded work to check curriculum coverage, standards, pitch and expectations across the school.

3.4 Purpose of Monitoring

The purpose of monitoring is so that subject leaders, SLT and Governors can answer the following questions:

What are the standards in Geography across the school?

Does the Geography curriculum meet our statutory requirements?

Does the Geography curriculum keep up-to-date with local and national changes?

Is the Geography curriculum effectively organised and applied for our context?

Is the Geography curriculum being implemented effectively and in line with this policy?

Where is there evidence of high-quality teaching and learning? What is enabling this?

Where is there evidence of inconsistent quality in teaching and learning? What is the barrier?

Do we have sufficient resources to implement Geography effectively?

What is the current picture in Geography? What enhances provision? What are the barriers?

What are the development priorities for Geography?

Is assessment in Geography effective? How do we know?

What are the priorities for staff development?

Are resources being effectively and responsibly managed?

3.5 Recording and Reporting Monitoring

Subject leaders may report findings in their monitoring in the following ways:

- > Feedback meetings with SLT
- > Written report on agreed monitoring proforma
- > Written feedback to teaching staff
- > Collated data from surveys/questionnaires
- > Newsletters to children/parents
- > Updated action plans with impact evidence

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- > Meetings with subject link governor (1-2 times per year)
- > Written report/Presentation to governors – annually

3.6 Policy Review

This policy was written by Kellie Wilson (DHT) and Nicole Redican (subject leader) on 9th November 2022.

It will be reviewed by the subject leader, and approved by the Governing Body every three years, or sooner if required.