



St John the Divine Church of England Primary School

Geography Policy

Our Vision Statement

We are a vibrant Community where every person makes their unique contribution to making a better society.

At St John the Divine, our vision is of a joyful place where children are empowered to explore their potential through educational excellence within an environment of spiritual growth and well being.

We are a school where all can flourish and be all they can be.

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'Jesus said: I have come that they may have life, and have it to the full.' 1 John 10:10

Our school motto is: TEAM - Together Everyone Achieves More

'You are the body of Christ, and each one of you is part of it.' 1 Corinthians 12:27

Rationale

At St John the Divine Church of England Primary School we believe that Geography stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.

At St John the Divine Church of England Primary School 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 explores the relationship between the earth and its people.

Aims

For children to:

- *To make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.*
- *To extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the rest of the world.*
- *To develop knowledge and understanding of the human and physical processes which shape places.*
- *To appreciate similarity and difference in the world about them and to respect other people's beliefs, attitudes and values.*
- *To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.*
- *To formulate appropriate questions, develop research skills and evaluate material to inform opinions.*
- *To develop interest and enjoyment of geographical experiences and build confidence and understanding.*
- *To recognise and understand issues concerning the environment and sustainable development.*

Implementation of Policy

Geography explores the relationship between the earth and its peoples through the study of the physical and human features of earth, the influence of the environment on human behaviour and lifestyles, and the natural resources people use.

We have used the best research to create a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent in to work and think like geographers.

The key concepts in Geography we plan a progression for are as follows:

- *Geographical enquiry*
- *Locational knowledge*
- *Geographical skills and fieldwork*

- *Human and physical geography*
- *Place knowledge*

At St John the Divine Church of England Primary School Geography involves;

- *Undertaking fieldwork in the local area*
- *Comparing and contrasting land-forms, land uses, weather, seasons and ecosystems.*
- *The use of secondary sources e.g. photos, books, media and videos, to obtain geographical information.*
- *Following directions using positional and directional language, also using these to direct others.*
- *Expressing and evaluating views on the attractive and unattractive features of the environment, e.g. tidiness, noise, building on greenbelt land.*
- *Naming the physical features of places, e.g. mountain, sea, beach, factory, valley.*
- *Using developing language to talk about their work e.g. route, scale, tide, erosion, climate, temperate, continent.*
- *Developing geographical skills of; making observations and measuring, recording observations through maps, talk, and writing, taking photographs, sketches and diagrams.*
- *Using maps, globes, atlases and interpreting photographs.*

At St John the Divine Church of England Primary School we use a variety of teaching and learning styles in our Geography lessons. We use whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions.

We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, infographics, pictures, video and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning.

At St John the Divine Church of England Primary School children take part in discussions, and they present reports to the rest of the class. Children learn about other places through reading stories with settings in different places and in different landscapes. They make outside visits and engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem.

The objectives of Geography teaching in the school are based on the requirements of the National Curriculum programmes of study for Key Stages One and Two. The Geography curriculum of the school will therefore help children to experience the following key aspects of the programme of study:

Education for Sustainable Development and Global Citizenship (ESDGC)

At St John the Divine Church of England Primary School we recognise that education for sustainable development and global citizenship prepares children for life in the 21st century. ESDGC needs to be embedded into the curriculum and all aspects of school life, helping to create an ethos of responsibility on the local, national and global scale.

At St John the Divine Church of England Primary School geography contributes to learners' understanding of ESDGC as they work in contexts that allow them to make decisions based on the values that underpin society, helping them become active and informed citizens. They are encouraged to be enterprising and innovative in their decision making, while having regard for sustainability and environmental issues in the 21st century. Units of Geography dedicated to ESDGC include:

- *Going Green – Year Two*
- *Sustainability – Year Five*
- *Brixton – Year Six*

Children are supported to demonstrate the following geographical skills and knowledge:

- *Showing their knowledge, skills and understanding in studies at a local scale.*
- *Expressing views on the environment of a locality and recognise how people affect the environment.*
- *Using this information and their own observations to help them ask and respond to questions about places and environments.*
- *Recognise how people seek to improve and sustain environments.*
- *Suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them.*
- *Recognise how people try to manage environments sustainably.*

St John the Divine Church of England Primary School's Approach to Geography

At St John the Divine Church of England Primary School geographical work undertaken within the school has been carefully organised to provide breadth and depth of knowledge and understanding, as well as developing skills. The development throughout the two key stages builds on children's previous work.

Early Years Foundation Stage

In the Early Years, Geography is taught as an integral part of topic work covered in the EYFS setting. In the EYFS Geography is about the children having the opportunities to find out and learn about the world they live in. The Geography side of the children's work is related to the Understanding of the World objectives set out in the EYFS curriculum.

Key Stages One and Two

At Key Stage One, Geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there and developing an awareness of the wider world through cross-curricular topics. For example, children in Year Two learn about map-making and map-reading through their Pirates topic.

At Key Stage Two, Geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world through cross-curricular topics. For example, children in Year Four learn about the formation of volcanoes in Geography lessons and then make a volcano in Design Technology lessons during their Mountains and Volcanoes topic.

Health and Safety

At St John the Divine Church of England Primary School children are taught:

- *Safe practices in the field and how to achieve them.*
- *How to use equipment in accordance with the health and safety guidelines.*
- *To behave considerably and responsibly, showing respect for other people and their environment whilst on trips outside the classroom.*

Teachers:

- *Ensure risk assessments are completed before any field trips are agreed.*
- *Discuss all planned trips with the Headteacher.*
- *Ensure adequate supervision is organised for all field work.*

At St John the Divine Church of England Primary School the role of the Geography leader is to:

- *Establish a progressive Geography curriculum map, monitor its implementation and assess the impact in terms progress children make.*
- *Review and develop curriculum overviews for each group which map the objectives to be covered in each group*
- *Create planning based on the curriculum overviews for each year group to model best practice for the teaching of Geography and provide teachers with the subject knowledge they need in order to deliver this planning effectively.*

- *Renew, update and complement resources needed to deliver the curriculum, within budget restraints.*
- *Audit current practice identify strengths and areas to improve.*
- *Develop assessment and record keeping ensuring progression and continuity.*
- *Keep abreast of developments in geography education and media usage*

Assessment

At St John the Divine Church of England Primary School assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of each unit against the end points outlined on the Geography curriculum map for each year group and key concept. Teachers update each child's progress on Insight at the end of the Autumn, Spring and Summer term.

Geography and ICT

At St John the Divine Church of England Primary School ICT plays an integral part in the teaching and learning of Geography. Clear links to ICT is made in planning and every opportunity to explore links with ICT are used. For example, digital maps are used throughout the school to enhance pupils' mapping skills.

Differentiation

At St John the Divine Church of England Primary School we aim to encourage all children to reach their full potential through the provision of varied opportunities and responding and adapting our teaching to the children's individual needs. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

Equal Opportunities

At St John the Divine Church of England Primary School all children will be given equal access to geography irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of geography.

Resources

At St John the Divine Church of England Primary School all topics have resource boxes containing a range of resources to aid the teaching of that subject in the class. Resources are audited annually and reviewed through discussion with teachers.

Monitoring and Evaluation

To monitor and evaluate Geography, the subject leader:

- *Supports teachers via explaining the progressive curriculum map, discussing the key concepts in Geography, team teaching, observing and giving feedback*
- *Reviews resource provision*
- *Works co-operatively with the SENDCo*
- *Discusses regularly with the Headteacher the progress with implementing this policy in the school.*

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Policy reviewed September 2023