

St. Michael's Catholic Primary School



Geography
January 2020
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The National Curriculum - Overview

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Overview - Intent

The curriculum here at St Michael's, underpinned by the National Curriculum, holds our children and their aspirations, environment and development at its heart. Whilst allowing them to build their knowledge, skills and resilience, it also prepares them for their future as citizens of Liverpool and the wider world. We embrace our children's spiritual needs through our mission values whilst celebrating their cultural diversity and identity.

By the time our children reach the end of their primary journey we endeavour for them to have the ability to communicate effectively using a broad and varied vocabulary, having being exposed to a wide range of literature and a plethora of life enriching experiences.

Year-on-year, children will build on their knowledge and skills to enable them to unlock new learning and explore their talents and interests.

Geography at St Michael's inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims / Objectives

For St Michael's, Geographical and cultural diversity underpins our curriculum and is a vital component of what makes up our St Michael's family. For the teaching and learning of Geography, this subject should explore these differences and equip children with experiences and exploration of not only their local environment, but their own heritage and other countries studied within our curriculum.

The main aim of our curriculum and our over-arching vision is to equip children with a wide, broad geographical vocabulary which supports their curiosity and exploration of the world around them.

- Develop Geographical Vocabulary from EYFS to Y6, building on knowledge and skills through a curriculum focused on the progression of skills.
- Provide children with opportunities to explore their local area, making use of our local environment and utilising our city-centre location.

Strategies

1. Geography in this school will be underpinned by the study of real places and discovering how the people living there are influenced by and affect the environment of those places
2. We will develop pupils' knowledge and geographical understanding by first immersing them in the area where they live and then by gradually widening their horizons and increasing their awareness of their town, their region, their nation, other lands and continents.
3. Teaching and learning will use exciting first-hand experiences, imaginative resources and ICT to build pupils' with knowledge about different places, peoples, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
4. We use the National Curriculum as the basis for our planning in Geography. The NC programme of study will be adapted to suit our local context and make them relevant for the children. Geography will be taught through topics in each year group.
5. In this school fieldwork and first-hand experience will be fundamental to the teaching and learning of geography and where appropriate, all pupils will be given the opportunity to go out into the local and wider environment to research and discover the world in which they live.
6. Research projects in geography will be linked to other core and foundation subjects, particularly history, RE, art and science and meaningful connections will be made as pupils increase their knowledge, skills and understanding of the world.
7. Assessment will be based on key skills and essential knowledge and understanding within the Geography NC programme of study. A portfolio of work from Y1 to Y6 will be collected by the Subject lead to show examples of the range of work done and evidence of progression.
8. The progression of skills documents will show and highlight how each year group builds on the prior knowledge taught in the previous year / key stage and add building blocks of knowledge.
9. Teachers will work on the retention of subject knowledge and 'sticky learning' to ensure pupils are regularly revisiting previously taught knowledge, aiming to improve their retention of this knowledge.

Roles & Responsibility

The Subject leader's role:

- Prepare policy and develop policy
- Provide consultancy, advice, skills
- Specifying and ordering resources in consultation with staff
- Monitor teaching and learning in Geography.
- Create a progression of skills to indicate steps of learning.
- Provide staff with a vocabulary bank suited to their topics which are age appropriate and provide suitable stretch and challenge.
- Create an updated Medium Term Plan in line with updated Geography curriculum to ensure coverage of the National Curriculum objectives and consistency across year groups and cohorts.

The teacher's role is:

- Plan for and teach exciting and stimulating geography lessons.
- Use assessment to influence future planning.
- Plan extended writing tasks within the subject.
- Ensure Geography objectives are being taught consistently and fairly weighted in comparison to History objectives where possible.
- Use retrieval / revision activities to encourage retention of key skills and previously taught knowledge.

Outcomes

Geography will inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It will increase their knowledge and understanding of not only their local environment, but of their native country where possible and the wider world. Geography will show strong links with other subjects and will hold a strong presence in the ethos of the school through art, displays, performances, music, drama and assemblies. We will make the world our classroom to enrich the lives of our pupils. This policy should read in conjunction with other key policies including, keeping children safe, school visits, citizenship, cultural diversity, race and equality, gender and SEND.

Monitoring and Assessment

The teaching and learning of geography will be monitored through the analysis of medium term planning, pupil interviews, a sample of children's work and end of year curriculum teacher assessments.

The policy for Geography will be reviewed regularly to ensure aims remain relevant and strategies / steps to success are updated regularly to include any new found strategies/developments to teaching and learning. Evaluation of the policy will take into account:

- External inspection / advice
- Staff development
- Coverage of programmes of study
- Staff / Pupil voice and opinion of the teaching & learning of Geography.
- Any updates to our Geography curriculum / Medium term / Long term planning.

Date Approved by Governing Body:

Chair Governors:

Headteacher:

Next Review Date:

Appendices – National Curriculum

Department
for Education

Geography programmes of study: key stages 1 and 2

National curriculum in England - Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational 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 [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 their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a

range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational 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, 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.