

# Manor Hall Academy



## GEOGRAPHY POLICY AND REVIEW

## CICELY HAUGHTON SCHOOL

*Building Relationships*

*Celebrating Success*

*Promoting Change*

## Amendments

# CICELY HAUGHTON SCHOOL

## GEOGRAPHY POLICY & REVIEW

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### Introduction

- THIS DOCUMENT IS a statement of the aims, principles and strategies for teaching and learning of *Geography* at Cicely Haughton School.

### What is *Geography*?

- *GEOGRAPHY* is the study of the environment local to global and the physical and human forces which shape it.

### Aims

- THE PRIME EMPHASIS IN OUR TEACHING OF *GEOGRAPHY* is to present the world as a place of wonder and to celebrate the diversity of its peoples and cultures.
- OUR AIMS IN TEACHING *GEOGRAPHY* are that all children will:
  - Appreciate how human beings have used their environment to positive and negative effects
  - Develop the geographical skills of:
    1. Interpreting and using maps, atlases and globes.
    2. Measuring and recording accurately.
    3. Comparing places by using appropriate geographical vocabulary.
    4. Considering environmental problems and their solutions.

### Principles of the teaching and learning of *Geography*

- *GEOGRAPHY IS IMPORTANT* because:
  - A knowledge of geography is essential to our understanding of the world around us.
  - The skills and knowledge of *Geography* have application in everyday life.
  - Environmental awareness is a prerequisite for responsible participation in society.

- **GEOGRAPHY IS A FOUNDATION SUBJECT** in the National Curriculum. The fundamental skills knowledge and concepts of the subject are set out in "National Curriculum in England: geography programmes of study" under the headings:
  - Locational knowledge
  - Place knowledge
  - Human and physical geography
  - Geographical skills and fieldwork

*Geography is good when:*

1. A pupil's own experience of the world is recognised, valued and built upon.
2. Pupils are able to learn about real places and the people who live in them.
3. Pupils are engaged in real questions, issues and problems relating to people in places.
4. The learning is active; pupils see the purpose of their investigations and are motivated to pursue them.
5. Through their learning, pupils are able to make connections with the wider curriculum.
6. The needs of individual pupils are differentiated.
7. Pupils are enabled to satisfy their curiosity about the world.

### **Geography & Computing**

The Twinkl planning contains Computing resources to ensure Geographical Enquiry can be extended via Computers and a wide use of the internet enhances all topics.

How *Geography* links to the whole School Intentions

# Our Intentions

**Pupils leave with:**

- with improved positive physical and mental health
- with life skills enabling them to access the world around them
- as enriched individuals
- with improved self-regulation
- with improved independence
- as responsible and respectful citizens

## Intent

With improved positive physical and mental health

Physical – going out on trips

With life skills enabling them to access the world around them

Children are developing skills and building on knowledge to access the world around them

As enriched individuals

Knowing more about the world we live in and what’s around them

With improved independence

Working on their own/researching

As responsible and respectful citizens

Understanding our planet and learning through geography, understanding what has happened previously, how our world has changed through history respecting others

How is our school’s **intent** represented throughout the curriculum for this subject?

## Strategies for the teaching of Geography

- THE GEOGRAPHY CURRICULUM IS ORGANISED on a topic-based programme using Twinkl
- A variety of teaching strategies are used to ensure a flexibility of approach can be maintained.
- The delivery of schemes relies primarily upon thinking skills, speaking and listening skills and fact acquisition.
- Discussion is encouraged as is the acquisition of appropriate geographical vocabulary.
- All teaching is done by the Class Teacher and Teaching Assistant.
- Pupils with learning difficulties receive extra support in the classroom from the Teaching Assistant when appropriate:
  - in the preparation of geography lessons attention is given to differentiation and the matching of teaching and learning strategies to enable all pupils to participate fully and achieve success
- EXCELLENCE IN GEOGRAPHY IS CELEBRATED in display and performance, including:
  - Praise and commendation from individual staff and peers
  - Work is displayed in class and throughout the school

## How is the Geography Curriculum Implemented?

Implementation	
How is the subject timetabled? How do we know this happens?	Timetabled through topic sessions on planning – evidence of work is displayed in the children’s topic folders, Staff have timetabled slots on their class timetables, identified as topic work.
How is the subject mapped out? How are we ensuring coverage?	Mapped out via the plan bee and Twinkle topic planning. Each topic has a range of lessons that meet the objectives for the year groups being taught – Teacher’s also use their assessment booklet to plug gaps/ensure coverage for the ability that the children are working at.
Can we see progression across the school within pupils’ books?	Can struggle due to when children first start the school and what they have/haven’t learned in their previous settings. Topic files will show the children’s development and achievements throughout the years.
How is assessment used to impact learning? How do we know it is accurate?	Assessment follows the EAZ style of assessment and is completed for each topic as an overview for the next class teachers – there is also an end of Key stage Key skills identifier which teacher’s will highlight at the end of the year to identify to the next teacher where the children are in the subject academically.
How confident are staff with the subject? How do we know?	Twinkl supports staff to present the work via the powerpoint then also has relevant work to complete alongside with differentiated sheets for the children – teacher’s feel confident enough to change work to suit the ability of the children and ensure that it matches the Key Stage progression.

## Strategies for Ensuring Progress and Continuity

- PLANNING IN GEOGRAPHY is from Twinkl adapted to high quality resources and meets the needs of National Curriculum.
- THE ROLE OF THE GEOGRAPHY CO-ORDINATOR is to:
  - Direct policy development and produce schemes of work designed to ensure breadth of study in line with requirements of National Curriculum.
  - Monitor progress in Geography and advise the curriculum coordinator on action needed.
  - Take responsibility for the purchase and organisation of central resources for Geography.
  - Keep up-to-date with developments in Geography education and disseminate information to colleagues, as appropriate.
- FEEDBACK TO PUPILS about their own progress in Geography is achieved through the marking of work.

### Effective marking

- Aims to help children learn, not to find fault, and comments aim to be positive and constructive.
- Is often done while a task is being carried out through discussion between child and teacher
- written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.
- FORMATIVE ASSESSMENT is used to guide the progress of individual pupils in Geography. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching.

### Suitable tasks for assessment and future discussion will include:

- Small group discussions perhaps in the context of a practical task.
- Specific assignments for individual pupils (written/spoken/pictorial).
- Individual discussions in which children are encouraged to appraise their own work and progress; this may be done in groups or pairs when collective tasks have been undertaken.

**Health & Safety :**

- HEALTH AND SAFETY ISSUES
  - There are no specific Health and Safety issues in Geography.
  - Field trips and visits have a high level of staff supervision and safe working practices are observed at all times.

**Equal Opportunities and Special Needs:**

Geography is for ALL children at Cicely Haughton School

Staff will work closely with individual children, encouraging, modelling, assisting their development of skills, achieving the task etc. Whilst staff will not do the work for the children there is always a delicate balance of when to step in and assist those children who are trying but for whatever reason not succeeding in the task.

**Strategies for Recording and Reporting**

- RECORDS OF PROGRESS IN GEOGRAPHY kept for each child will contain
  - A geography folder of work, dated and annotated with teacher comments and containing the terms work which shows achievement and progress.
  - FORMATIVE ASSESSMENT is ongoing.
- RESOURCES IN GEOGRAPHY are the responsibility of the Geography Coordinator.
- THE LIBRARY has a range of geographical-based material to be used for pupil's personal interest topics and there is also a visiting library subject to requirements.

**How do we measure the Impact of the Geography Curriculum?**

<b>Impact</b>	
Do all groups have equal access to the curriculum? How do we know?	Yes – all groups have a timetable of topics to cover – Nurture class however is different due to not completing topics.
How does varying staff confidence impact on the curriculum?	Twinkl follows the same structure for each topic making teaching as ‘similar’ as possible throughout the school. Learning objectives within these schemes are used to plan the whole of the topic for the teacher or it is used as a basis and teacher’s adapt and amend the work to suit the individual needs of the children.

***The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.***

### Progression of Skills

	Year 1	Year 2	Year 3
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>- Ask simple geographical questions e.g. What is it like to live in this place?</li> <li>- Use simple observational skills to study the geography of the school and its grounds</li> <li>- Use simple maps of the local area e.g. large scale print, pictorial etc</li> <li>- Use locational language (e.g. near and far, left and right) to describe the location of features and routes</li> <li>- make simple maps and plans e.g. pictorial place in a story</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- Use simple compass directions (North, South, East and West) and locational and directional languages e.g. near and far; left and right to describe the location of features and routes on a map</li> <li>- Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>- 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 surroundings</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... Continues?</li> <li>- analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc</li> <li>- Recognise that different people hold different views about an issue and begin to understand some of the reasons why</li> <li>- Communicate findings in ways appropriate to task or for the audience</li> <li>- Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</li> <li>- Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbor, factory, office</li> <li>- make more detailed fieldwork sketches/diagrams</li> <li>- use fieldwork instruments e.g. camera, rain, gauge</li> <li>- use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features</li> <li>- use four figure grid references</li> <li>- Use the 8 points of a compass</li> <li>- make plans and maps using symbols and keys</li> </ul>
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>- Understand how some places are linked to other places e.g. roads, trains</li> </ul>	<ul style="list-style-type: none"> <li>- name and locate the world's seven continents and five oceans</li> <li>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li> <li>- name, locate and identify characteristics of the seas surrounding the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>- Identify where countries are within the UK and the key topographical features</li> <li>- name and locate the cities of the UK</li> </ul>



<b>Human and Physical</b>	<ul style="list-style-type: none"> <li>- describe seasonal weather changes</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop</li> </ul>	<ul style="list-style-type: none"> <li>- Identify physical and human features of the locality</li> <li>- explain about weather conditions/patterns around the UK and parts of the Europe</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>- name, describe and compare familiar places</li> <li>- Link their homes with other places in their local community</li> <li>- Know about some present changes that are happening in the local environment e.g. at school</li> <li>- Suggest ideas for improving the school environment</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- Understand why there are similarities and differences between places</li> <li>- develop an awareness of how places relate to each other</li> </ul>

	Year 4	Year 5	Year 6
Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>- Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc</li> <li>- Measure straight line distances using the appropriate scale</li> <li>- explore features on OS maps using 6 figure grid references</li> <li>- draw accurate maps with more complex keys</li> <li>- plan the steps and strategies for an enquiry</li> </ul>	<ul style="list-style-type: none"> <li>- understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- 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 his/her knowledge of the United Kingdom and the wider world</li> <li>- 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</li> <li>- understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc</li> <li>- use maps, charts etc. to support decision making about the location of places e.g. new bypass</li> </ul>
Locational Knowledge	<ul style="list-style-type: none"> <li>- recognize the different shapes of the continents</li> <li>- demonstrate knowledge of features about places around him/her and beyond the UK</li> <li>- identify where countries are within Europe, including Russia</li> <li>- recognize that people have differing qualities of life living in different locations and environments</li> <li>- know how the locality is set within a wider geographical context</li> </ul>	<ul style="list-style-type: none"> <li>- identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day</li> <li>- recognize the different shapes of countries</li> <li>- identify the physical characteristics and key topographical features of the countries within North America</li> <li>- know about the wider context of places e.g. county, region, country</li> <li>- know and describe where a variety of places are in relation to physical and human features</li> <li>- know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- name and locate countries 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</li> <li>- 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)</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Human and Physical</b></p>	<ul style="list-style-type: none"> <li>- Describe human features of the UK regions, cities and/or countries</li> <li>- Understand the effect of landscape features on the development of a locality</li> <li>- Describe how people have been affected by changes in the environment</li> <li>- explain about natural resources e.g. water in the locality</li> <li>- explore weather patterns around parts of the world</li> </ul>	<ul style="list-style-type: none"> <li>- know about the physical features of coasts and begin to understand erosion and deposition</li> <li>- understand how humans affect the environment over time</li> <li>- know about changes to the world environments over time</li> <li>- understand why people seek to manage and sustain their environment</li> </ul>	<ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- describe and understand key aspects of 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</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Place Knowledge</b></p>	<ul style="list-style-type: none"> <li>- Know about the wider context of places – region, country</li> <li>- understand why there are similarities and differences between places</li> </ul>	<ul style="list-style-type: none"> <li>- compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>- understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of mainland European country and a region within North or South America</li> </ul>