

**Our Lady of Perpetual Succour
Catholic Primary School**

Geography Policy



We learn to love everyone as Jesus loves us

Intent

At Our Lady's we aim to provide all the children with a broad and balanced curriculum that allows them to become motivated and fascinated with the world and environment. The Children are encouraged to develop a greater understanding and knowledge of the world, its interconnectedness, and their place in it. The curriculum is structured in a way that encourages our children to develop a passion for the subject by engaging in exciting learning experiences and creative lessons. It is our aim for children to:

- Gain knowledge and understanding of places in the world.
 - Have knowledge of other cultures and, in so doing, gain respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- Identify and make comparisons of the human and physical features of locations around the world.
- Develop geographical skills, including compass directions; how to use, draw and interpret maps and to name and locate the world's countries, continents and oceans.
- Use fieldwork and observational skills to study the geography of their surroundings and community.
 - To formulate appropriate questions and evaluate and analyse material to inform opinions.
- Know and understand environmental problems at a local, regional and global level.

Implementation

How is Geography Planned For?

The geography curriculum is planned into Our Lady's Curriculum, linking with other topic areas and areas of learning. It is based on National Curriculum objectives, so topics are progressive and sequential over the course of Key Stages.

Teachers plan individual lessons based around the medium term plans and using guidance from documents such as 'The Geographical Association' to ensure that their classes' needs are met, and that sufficient challenge is present. Guidance of medium term plans, vocabulary and links to curriculum enrichment are also provided for class teachers to inform their short term daily lesson plans.

How is Geography taught?

Geography is taught once a term (3 times a year) for an average of 1 hour per week in timetabled sessions by the class teacher. Geography lessons should allow the children to develop their geographical enquiry and allow them to find out about their locality and the wider world.

Geography in the Early Years

Early years explore geographical themes in line with the EYFS framework as follows – Understanding the World ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Children are guided to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment

Geography in Key Stages 1 and 2

The objectives for Geography in KS1 and KS2 are clearly set out in the National Curriculum. They are as follows:

Key Stage 1

Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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 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 in 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 8 points of a compass, 4- and 6-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

How we monitor, evaluate and assess teaching and learning in Geography:

The Subject leader in Geography continuously monitors their subject to ensure that it meets the needs of our pupils. Senior Leaders also monitor each curriculum subject. This is done through:

- Learning walks
- Book scrutiny
- Lesson observations
- Pupil surveys and discussions
- Staff surveys and discussions.

Geography is assessed through teacher assessments. We assess children's work in geography by making informal judgements as we observe them during lessons and as we feedback on the work in their books. The class teacher is responsible for assessing all areas

of geography and logging the progress of each child using O'TRACK to assess against each of the objectives taught.

Impact

By the time children leave Our Lady's School the children:

- Have an excellent knowledge of where places are and what they are like.
- Understand the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Have the ability to reach clear conclusions and develop reasoned arguments to explain findings.
- Will be given opportunities to utilise fieldwork and other geographical skills and techniques.
- Have a passion for geography and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Through our ongoing assessments and evaluation of pupils' progress, our children are expected to achieve excellent outcomes in geography, and most of each year group achieve the expected age-related standard by the end of the year.

Signed:

Chair of Governors

Date:

Appendix 1 – Geography Topic Overview

Term/ Year	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Marvellous Me!</p> <p>To understand the difference between the indoors and outdoors.</p>	<p>Unity in the Community</p> <p>Study of the local area; Widnes. Describe Widnes using key vocabulary. Identify where Widnes is.</p>	<p>NESW</p> <p>Study of Widnes and compare it to other places. Identify countries and capital cities on a UK map. Draw a map of the school grounds.</p>	<p>Journey to Greece</p> <p>Locate the world's countries, using maps to focus on Europe. Compare Greece's key characteristics to Widnes. Compare the climate and location of Greece to the UK.</p>		<p>Mission Control Earth & Beyond</p> <p>Locate the world's countries, using maps. To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p>	<p>Bright Ideas</p> <p>Name and locate counties and cities of the United Kingdom. Identify human and physical characteristics and land-use patterns.</p>
Autumn 2				<p>Three Giant Steps (Dover, France and Canada)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United</p>	<p>Visit the Mediterranean</p> <p>Locate the countries in the Mediterranean, using maps to focus on Europe and Italy in Europe. Concentrating on their</p>		<p>Survivor</p> <p>Map skills and Fieldwork topic: The children will use maps, atlases and globes to locate countries and describe features. They will also use the</p>

				Kingdom (Dover), a region in a European country (France), and a region within North or South America (Canada).	environmental regions, key physical and human characteristics, countries, and major cities		eight points of a compass, four and six-figure grid references, symbols and keys from OS maps to build their knowledge.
Spring 1	Rainbow Fish					<p>In Your Element Earth, Air, Fire, Water</p> <p>Name and locate counties and cities of the UK, geographical regions and identify human and physical characteristics, key topographical features, and land-use patterns. Recognise how they have changed over time.</p>	<p>Central America</p> <p>Identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Identify the key physical and human characteristics, countries, and major cities of Central America.</p>

Spring 2	<p>Once Upon a Time!</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise and respect that people have different beliefs and celebrate special times in different ways</p>	<p>Rainforest</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Study the climate and characteristics of 'The Rainforest'.</p>	<p>Africa</p> <p>Understand geographical similarities and differences of Widnes and Tanzania. To look at the location and physical features of Tanzania.</p>		<p>The Romans</p> <p>Describe and understand key aspects of: ☒ physical geography, including:, rivers, mountains and the water cycle. To look specifically at the River Dee in Chester and locate famous rivers in the UK on a map.</p>		
Summer 1	<p>Amazing Animals</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Arctic</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Study the</p>	<p>I do like to be beside the seaside.</p> <p>Identify key characteristics of the seaside town Llandudno. To use geographical vocabulary to describe its</p>				

	Draw information from a map.	climate and characteristics of 'The Arctic'.	physical and human features.				
Summer 2	<p>Fun at the seaside</p> <p>Talk about the similarities between life in this country and life in other countries.</p> <p>Understand that some places are special to members of their community.</p>			<p>Rainforests of SE Asia</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. To locate the Rainforests of SE Asia and identify their physical features.</p>	<p>Brazil V Scotland</p> <p>To locate Brazil and Scotland on a map. To compare the physical and human features of Brazil and Scotland.</p>	<p>North America</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and North America.</p>	<p>Global Warning</p> <p>To recognise the world's 3 climate zone: temperate, tropical and polar. Recognise features that can affect a countries climate and global warming.</p>