



## Christ the Sower Ecumenical School

### Geography Policy

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for all our children to **flourish** and **achieve** their **full potential**; so that every child can learn and explore who they are created to be.

With the **highest of expectations**, we individually and collectively, will care for, nurture, and develop **each and every** child.



### **Intent**

Here at Christ the Sower, the aim of the Geography Curriculum is to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. Geography at Christ the Sower explores the physical world in which we live, and is designed to cover the National Curriculum objectives for Geography in Key Stage 1 and 2 in a way that supports children in developing their Geographical knowledge, which is then demonstrated through a variety of key skills. We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. In order for children to become successful, ambitious and confident 'geographers' we aim to ensure our cultural curriculum offers our children the opportunity to learn more about their own lives, cultures and the community and world they live in. We aim to achieve this through teaching in blocks of learning that explore and celebrate the diverse culture of our children, as well as building on our understanding of aspirational explorers. The National Curriculum states that 'A high-quality geography education should inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.' We believe children should be able to access a variety of different experiences that promote an appreciation of their geographical location and their social communities in the context of the wider world. We explore these not only in Geography lessons but intertwined with the British Values and SMSC, which is taught through our CARE school values.

**At CIS the teaching of Geography plays an important part in fulfilling our vision to teach children to CARE:**

- **Make choices and understand how choices can have an impact**
- **Aspire to achieve great things such as the explorers studied from the past or present**
- **Reflect on what we can learn from geographical changes and natural disasters in order to support the world we live in**
- **Engage with society and take responsibility for our impact**

Throughout foundation years the building blocks of all learning are first observed, recognised, examined and 'played' with, if not arranged, from an early age. Enabling children to take on the role of a geographer: exploring, discovering and beginning to make sense of the world around them is an important consideration when planning for the seven areas of inter-connected learning and development that make up the EYFS framework.

By the end of KS1 we aim to have all children equipped with the geographical skills to develop their knowledge through studying places, people and natural and human environments, that will support them in having a strong basis ready for key stage 2. This seeks to deepen the understanding of the Earth's human and physical forms and processes. We intend on all children knowing and being able to describe human and physical geographical features as well as being able to locate some key places within our country and the wider world.

By the end of KS2, we aim for the majority of children to leave us with the understanding of different geographical processes and being able to compare and contrast different locations, using this knowledge to recognise how different locations can apply different strategies to solve similar problems. Geography is, by nature, an investigative subject, which develops an understanding of subject specific concepts, knowledge and skills and we aim to have children leaving CtS secure in this.

We aim to ensure that all children are able to develop a secure knowledge and foundations for learning, that they are able to build upon. Our geography curriculum is organised into a progression of skills, knowledge and vocabulary that will be taught following a sequence both in half termly topics and in individual lessons. The progression is then mapped out into individual strands of learning that help children to build on prior knowledge; Processes and Change, Human Geography, Physical Geography, Geographical Vocabulary, Locations and Environments and Similarities and Differences. When covering each of these strands, the content will be carefully organised by each year group through a curriculum overview. The content knowledge, vocabulary and skills will then be planned in greater detail within the half termly plans by class teachers.

## **Implementation**

The curriculum is led and overseen by the Geography lead. As Geography lead a regular programme of monitoring, evaluation and review and the celebration of good practice will contribute to the ongoing commitment to evolve and improve further. Geography is taught in blocks throughout the year, so that children can achieve depth in their learning. Meaningful links with other subjects is made to strengthen connections and understanding for children, where possible the teaching of Geography is enriched through exploring links with other areas of the curriculum, such as English, Art, and DT to engage the children in their learning. Each topic begins with finding out what we already know and what the children would like to know, which helps teachers plan for learning and gaps. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

### **The teaching, learning and sequencing of the Geography curriculum follows:**

- A blocked curriculum approach has been implemented to ensure coverage and progression in all skills relating to Geography.
- Each half-term has a History or Geography focus with each topic consisting of 5 weeks of teaching and learning opportunities.
- In KS1, the Geographical skills will focus on their local area moving to the North and South Poles, while studying human and physical geography throughout.
- In KS2, the Geography curriculum is organised to allow children to build on prior learning, through a sequential curriculum.
- The progression of skills is set out in order to build and develop the following:
  - Processes and Change
  - Human Geography
  - Physical Geography
  - Geographical Vocabulary

- Locations and Environments
- Similarities and Differences
- Children are taught the sequence of skills and knowledge that are the components to a composite outcome.
- The use of working walls are to aid the children in understanding and recapping what they have already learnt. They also allow teachers some insight into the children's own enquiry.
- Tier 2 and 3 vocabulary is taught within the unit and reinforced throughout the year.
- When necessary, individual or group work will be differentiated so that it is accessible by a range of abilities and different SEN needs as well as challenging those working at a deeper level.

## **Impact**

Teachers assess children's progress in Geography throughout the different topics. Sometimes work in Geography will be used for assessment in other curriculum areas such as Reading, Writing and Maths, for example letters, diary entries and postcards. Equally, work within children's English books can be used to assess the understanding of the topic through extended pieces of writing and this can demonstrate the key vocabulary being used. Children are assessed through the work in their books, creative work, a range of open and closed questioning, individual and group work, self-assessment and their contributions to lessons.

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education.

**By the end of Year 2**, most children will attain the national curriculum outcomes for 7 yr olds and will be able to:

### **Location 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 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.

**By the end of year 6**, most children will attain the age-related expectations for 11 year olds and will be able to:

- 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.

### **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.

### **Wider impact of Geography**

#### Language and communication

Children develop language skills by:

- exploring ideas about the focus for their work using specific and geographical vocabulary;

- asking and answering questions about source materials and how these help them to develop their ideas, including recording ideas and annotating materials in their geography books;
- learning geographical specific vocabulary about location, physical and human places by extracting information from sources such as atlases, reference books and the internet;
- use geographical language to form and draw maps and diagrams to communicate geographical information;
- develop geographical field, mapping and geographical specific terminology ;
- making sense of their world through using language, talking and writing with meaningful opportunities for discussion and dialogue, sorting data, ranking information, identifying links between concepts, reconstructing information, discursive writing and so on.

### **Mathematical Skills**

Geography is a numerate subject and uses mathematical concepts in some way in most lessons; for example, numbers, scale, graphs, data, temperatures, percentages, ratios, co-ordinates. Numerical literacy includes solving numerical problems, the ways in which numerical information is gathered by counting and measuring, and how it is presented in graphs, charts and tables. There are many opportunities within geography for children to develop their numeracy skills such as:

- demonstrate an understanding of number, area and scales, and the quantitative relationships between units
- design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
- understand and correctly use proportion and ratio, magnitude and frequency
- draw informed conclusions from numerical data.

### **Values and attitudes**

*'Geography inspires children to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.'* (Geographical Association)

### **Children have opportunities in Geography to:**

- learn a sensitivity and concern for landscape and the environment
- show an appreciation of the world including its people, places, landscapes, natural processes and phenomena
- develop knowledge and understanding of the human and physical processes which shape places;
- appreciate similarity and difference in the world around them and to respect other people's beliefs, attitudes and values;
- develop interest and enjoyment of geographical experiences and build confidence and understanding;
- recognise and understand issues concerning the environment and sustainable development.