

# TUTSHILL CHURCH OF ENGLAND SCHOOL

## Geography Policy

*Love One Another, Know Ourselves, Believe and Grow'*

*Written: October 2023*

*Review: October 2025*

*Signed Headteacher.....*

*Signed Committee chair.....*

### **Introduction**

Our Curriculum focuses on ensuring that all our children have the best chance to achieve our Christian Vision; Love One Another, Know Ourselves, Believe and Grow.

Our School Vision is rooted in 1John 4:7 *'let us love one another, for love comes from God'*.

Tutshill C of E Primary School is an inclusive school where all people are valued and nurtured to flourish and become the best version of themselves and responsible members of God's family.

### **Curriculum Drivers**

Throughout each subject that we teach we want to ensure that children leave Tutshill School ready for the next chapter of their life. Therefore we want our children to:

- understand and use our school values
- be resilient and curious learners
- be globally aware
- be able to play a role in wider society

### **Subject intent**

At Tutshill C of E Primary School, we value geography as an important part of the children's entitlement to a broad and balanced curriculum. Geography provides the children with the opportunities to develop and extend skills and a chance to understand and develop a sense of global awareness. Through geography, learners are given the chance to express their individual thoughts and ideas and demonstrate our school vision of love one another, know ourselves, believe and grow. We use our core Christian values of forgiveness, compassion, responsibility, respect, perseverance, courage and creativity to teach children how to respect and value the lives and ideas of others locally and globally. Children are encouraged to use their learning behaviours to take responsibility for sensitively, creatively and innovatively applying geographical skills and knowledge, whilst showing resilience and perseverance to overcome personal challenges.

At Tutshill C of E School, we offer a sequence of units and lessons to ensure coverage of the aims of the National Curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum: locational knowledge; place knowledge; human and physical geography; and geographical skills and fieldwork. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. In geography, children can carefully consider contrasting places across the world, where everyday life experiences are very different to their own. Beyond that, we understand the importance of giving our children the opportunity to understand issues that are prevalent in society – both in Britain and the wider world, building on their knowledge of British Values. Through the structure of the ABCDE learning model and our focus on learning behaviours, geography will support the children in developing curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. We intend to improve children's geographical vocabulary, map skills and

geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject. Geography is differentiated through our understanding of meta-cognition as an awareness of an individual's own thought processes and ability to reflect on the way that they think and learn.

## **Legal Framework**

This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: Geography programmes of study Key Stages 1 and 2'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Equalities Act 2010

## **Roles and Responsibilities**

### **Governing Board**

- Link Governor (Mrs Nataline Bennett-Coleman) will meet with the subject leader to be able to understand the programme of study.

### **The headteacher is responsible for:**

- Holding the subject leader to account for pupils' attainment.
- Assisting the subject leader in reviewing and updating this policy annually.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

### **The subject leader is responsible for:**

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Attending training courses and undertaking CPD opportunities for themselves.
- Reviewing changes to the national curriculum and advising staff on new developments and assisting in their implementation.
- Working with classroom teachers to plan lessons and ensure continuity and progression from year group to year group.
- Monitoring the learning and teaching, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all resources.
- Liaising with teachers and holding them to account for the attainment achieved.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.

- Ensuring common standards are met for recording and assessment.
- Advising on cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of geography in subsequent years.
- Identifying areas for improvement and ensuring these are included in a subject specific action plan and form part of the SDP.
- Liaising with subject leaders from local Primary and Secondary Schools.

**The classroom teacher is responsible for:**

- Working with the subject leader to ensure the high-quality delivery of the curriculum and continuity between year groups.
- Acting in accordance with Tutshill C of E School policies.
- Ensuring progression of pupils' skills with due regard to the national curriculum.
- Planning engaging and interesting lessons, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject and improve practice.
- Reporting on pupils' progress at parents' evenings and in end of year reports.

**The Specialist Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:**

- Liaising with the subject leader in order to implement and develop the subject throughout the school.
- Organising and providing training for staff for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

**The Curriculum**

**Early Years Foundation Stage**

Geography is predominately taught through the 'Understanding the World' area of learning: drawing information from a simple map; recognising some similarities and differences between life in this country and life in other countries; exploring the natural world around them; and recognising some environments that are different to the one in which they live.

**National Curriculum**

In Key Stage 1, children 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.

In Key Stage 1, 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

In 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.

In 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 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

### **Subject Implementation**

#### Teaching and Learning

The school scheme of work follows the Kapow scheme for Years 1 to 6 and is designed with the key concepts in geography as a basis: place; space; scale; interdependence; physical and human processes; environmental impact and sustainable development; cultural awareness and diversity.

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. Formal elements are woven through the units and key concepts are revisited again with increasing complexity in a spiral curriculum model to allow pupils to revise and build on previous learning.

Skills and knowledge are built up progressively and ensure National Curriculum attainment targets are securely met by the end of each key stage. Learning is scaffolded, to support age-appropriate sequenced learning with cross curricular links made, where appropriate. Lessons follow the ABCDE teaching and learning model, and where possible contain elements of fieldwork or practical skills. Geography is taught in an inclusive way with differentiation being used as appropriate to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge schemas for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills, processes, key facts and vocabulary.

Geography is taught for half of the autumn, spring and summer terms (depending on year group) and each unit is taught around five lessons, with cross-curricular opportunities enriching this where possible. This allows skills and knowledge to build over time and for children to revisit their learning to ensure they know more, do more, remember more. Opportunities are taken to teach geography outside to take advantage of the local environment and contribute to the overall well-being and involvement of children in active learning.

The geography scheme has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: pupils return to the same knowledge and skills again and again during their time in primary school. The first lesson in each unit is generally a retrieval lesson based on knowledge and vocabulary from earlier in the scheme.
- Increasing depth: each time a skill is revisited it is covered with greater complexity.

### **Assessment and reporting**

Throughout the year, teachers will plan on-going assessment opportunities to gauge whether pupils have achieved the key assessment criteria.

- Assessment in geography is based upon knowledge and understanding, rather than achievement in English or maths.
- Formative assessment, which is carried out informally throughout each unit, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning. Assessment proforma for this are available to all staff via SharePoint.
- In terms of summative assessments, the results of end of year assessments will be passed to relevant members of staff, such as the pupil's future teacher.
- Parents will be provided with a written report about their child's progress during the summer term every year.
- Verbal reports can be provided at parental consultations during the Autumn and Spring terms.
- Pupils with special educational needs and disabilities (SEND) will be monitored by the special educational needs coordinator.

Assessment will take place through the following ways

- Through focused questioning and AFL strategies during weekly geography lessons.
- Informal, ongoing quizzes, particularly to assess children's understanding of geographical vocabulary.
- Summative end of unit assessment will be undertaken termly and recorded on an end of unit assessment grid.
- Progress will be reported to parents annually

### **Health and Safety**

All staff will act in accordance with the schools Health and Safety policy.

Staff immediately will report any concerns to the Office Manager and Executive Headteacher, Deputy Headteacher in Heads absence.

**Risk assessments for fieldwork and visits must be carried out when planning a trip and submitted to the Headteacher for approval.**

### **Equality statement**

- All pupils will have access to the geography curriculum, including practical work and field trips.
- Gender, learning ability, physical ability, ethnicity, linguistic ability, cultural circumstances and/or any other factors, will not impede pupils from accessing all geography lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- We aim to provide more academically able pupils with the opportunity to extend their geographical thinking through extension activities such as problem solving, investigative work and research of a geographical nature.

### **Subject Impact**

After following the geography scheme of work, pupils will leave Tutshill C of E School equipped with a range of skills and a secure foundation of knowledge in order to access the curriculum at Key Stage Three and beyond.

The expected impact is that children will:

- Have developed 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.

- Beyond the aims of the National Curriculum, at Tutshill we expect children to have also developed curiosity about the world around them and their impact on the world as global citizens. All children understand that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet.

Children are involved in the evaluation, dialogue and decision making about the quality of their learning and improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key skills about geography, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of the geography scheme is monitored through both formative and summative assessment opportunities. Each lesson requires children to consider their own learning and which learning behaviours they have developed. Children may demonstrate their learning through a variety of ways, including creative activities, verbal responses and presentations; evidence may be uploaded to Tapestry (EYFS) or SeeSaw.

Ongoing assessments take place throughout the year. Foundation subject assessments are completed three times a year with teachers identifying those children working below, at and beyond expectations. Areas of strength and areas that pose challenge for individuals are highlighted. Data informs future lessons and supports children's progress in learning, ensuring children are supported and challenged appropriately. The subject leader analyses obtained data on a termly basis to inform and address any trends or gaps in attainment.

Children in Foundation Stage are assessed within the 'Understanding the World' area of learning and their progress is tracked termly using the Tapestry and Insight tracking system. Age related expectation levels are reported to parents at the end of the reception year.