

St Mary's C.E. (A) School



**St. Mary's C.E. (A) Primary School**

**Greenfield**

**Geography Policy**

**2018**

'We enjoy learning and achieving in a Christian environment'

**ST. MARY'S C.E. (A) PRIMARY SCHOOL, GREENFIELD**  
**WHOLE SCHOOL GEOGRAPHY POLICY - 2018**

**MISSION STATEMENT**

**'We enjoy learning and achieving in a Christian environment'.**

**Every Child Matters at St. Mary's**

St. Mary's wants every child to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. This policy has been written with careful consideration of the Every Child Matters Agenda.

**Healthy School**

St. Mary's is a Healthy School with healthy attitudes embedded in the curriculum and extra-curricular activities. Children are encouraged to be active and maintain healthy relationships with their peers and adults as well as making choices about healthy lifestyles.

**Building Learning Power Statement**

At St. Mary's, we encourage all pupils to build their own learning power. Building Learning Power emphasises the development of lifelong learning values and skills. We aim to ensure that all children develop persistence and curiosity for learning and become adventurous risk takers who are not afraid of the 'don't know' state of mind. At St. Mary's, children will develop the ability to take responsibility for their own learning and self-assess and be able to articulate their understanding as a learner. They will have the opportunity to develop the ability to know what's worth learning, know how to face confusion and know the best learning tool for the job.

**Equality Statement**

This policy and procedure is subject to the Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

**Introduction**

- This policy aims to meet the requirements of the National Curriculum for Geography as published in 2014
- It was developed through a process of consultation with teaching and support staff during Spring 2015 and reviewed in accordance with the policy review cycle in Spring 2018.
- It was approved by the governing body on
- This policy will be reviewed in accordance with the School Development Plan Review Cycle in 2021

**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.

## 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.

**In the Early Years Foundation Stage**, children develop their geographical skills, knowledge and understanding through the Understanding the World strand of the curriculum. In this area of learning children are encouraged to show curiosity about their immediate environment and in the world in which they live; they are encouraged to talk about the features of the environment and natural world which they like and dislike. Learning in this area is often explored through topic learning, books we are sharing, small world play, whole school HEAT days and occasionally Forest School activities. Assessment of Geography in the Foundation Stage is via observations, photographs and work samples which feed into the Early Years Foundation Stage Profile.

## **Procedures**

### **Teaching and Assessment of Geography**

**Geography may be taught** through a topic, a supporting subject within a broader topic or a link from another curriculum area (cross-curricular links are made whenever possible). Teaching methods will include;

- information and knowledge provided by the teacher
- whole class and/or group discussion and enquiries
- books, I.C.T., maps, globes and atlases

- role play, drama and creative activities
- fieldwork at a local level
- visitors to school and educational visits
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Although we value all cross-curricular links, links to Computing are particularly relevant because I.C.T. is a major resource for Geography.

I.C.T. is used in geography throughout Years R – 6 and pupils will:

- collect visual and other information
- use interactive maps and plans
- use paint, draw and graphics software, spreadsheets and databases to sort, question and present information
- use digital cameras and images to record people, places and events outside the classroom
- use programmable toys to develop instructions for planning a route
- use CD-ROMs or the internet to investigate a contrasting locality or to access comparative weather information about different locations
- use video conferencing

### **PLANNING**

Topics are planned in accordance with the Whole School Learning Challenge Curriculum Overview. (Appendix 1). These long term overview show which topics are covered through the year by each class, specify any significant curriculum links and estimate the time each unit will take. Further detail of geographical curriculum links can be found in the Year group Curriculum Coverage Map. (Example in appendix 2)

Medium and short term planning is the responsibility of individual teachers, who build on the curriculum coverage maps whilst taking account of the needs of their particular class and identifying the way in which ideas might be taught in the class.

To accomplish our aims in geography we shall plan carefully, monitor children's progress and provide a variety of teaching approaches and resources.

### **Assessment and recording**

We assess children's work in geography by making informal judgements as we observe them during each geography lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, in accordance with the marking policy. At the end of a unit of work, the teacher makes a summary judgement about the learning, progress and attainment of each pupil in relation to the age-related expectations. These assessments are given to the Assessment leader, geography leader and the next class teacher.

Signed: Chair of Curriculum Committee

Date of approval:

To be reviewed in: Spring 2021

## Appendix 1 – Whole School Learning Challenge Curriculum Overview

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Term 1</b>	What is your favourite story?	What are your superpowers?	Why do we Remember the fifth of November?	History: How have houses and homes developed over time in Greenfield? Science: How far can you throw your shadow?	History: How has St. Mary's School changed? History: What did the Romans do for us?	History: How have leisure and holidays developed over time in Greenfield? Science: How different will you be when you are as old as your grandparent?	History: How has industry developed over time in Greenfield? Science: Could Spiderman really exist?
<b>Term 2</b>	Colour light and Christmas. Includes: Divali, Bonfire night, Remembrance Day, Christmas past and present.	What toys did children play with in Victorian Times?	Would you like a ride on the Polar Express?	History: Who were the first people to live in Britain? Science: How do magnets push and pull without arms?	History: What did the Romans do for us? Science: How could I alarm my lunch box?	History: Were the Anglo Saxons really smashing? Science: Could you be the next CSI investigator?	Geography: What's so special about the USA? Science: Could you be the next Nintendo apprentice?
<b>Term 3</b>	Do all penguins live at the South Pole?	Which dinosaur would you put in your bucket?	Would I prefer to live in an Indian town or village?	Geography: What makes the Earth angry? Science: What do rocks tell us about the way the Earth was formed?	Geography: Why is the Mersey so important to Liverpool? Science: How would we survive without water?	Geography: Why should the rainforest be important to us all? Science: Do all animals and plants start life as an egg?	History: How could Hitler have convinced a nation like Germany to follow him? Science: How can you light up your life?
<b>Term 4</b>	What is above the sky?	What would Little Red Riding Hood find in our school grounds?	Would Florence Nightingale think Mr Grinling was healthy?	Geography: What makes the Earth angry? Science: How did that	History: Why is Greece a popular holiday destination?	Geography: Why should the rainforest be important to us all?	History: How could Hitler have convinced a nation like

				blossom become an apple?	Science: How do we hear sound?	Science: Will we ever send another human to the moon?	Germany to follow him? Science: Have we always looked like this?
<b>Term 5</b>	Pirates, mermaids and the seven seas.	Should we move our School to the Seaside?	What's that rumble in the jungle?	Geography: Why do so many people go to the Mediterranean for their holidays? Science: How can Usain Bolt move so quickly?	Geography: Why is Manchester such a cool place to live? Science: What happens to the food we eat?	History: What happened in the Forbidden City?  Science: Can you feel the force?	History: Were the Vikings always victorious and vicious?  Geography: I'm a Year 6 pupil can you get me out of here?
<b>Term 6</b>	Aren't animals amazing?			History: How can we tell what Ancient Egypt was like from what has survived?	Science: Which animals and plants thrive in our locality	Geography/Science Will you ever see the water you drink again?	Science: What would a journey through your body be like?

Example of Year 5 Curriculum Coverage Map

Topic Title	Autumn 1 How have leisure and holidays developed over time in Greenfield?  Were the Anglo Saxons really smashing?	Autumn 2 Were the Anglo Saxons really smashing?	Spring 1 Rainforest - Why should the rainforest be important to us all?	Spring 2 Rainforest - Why should the rainforest be important to us all?	Summer 1 What happened in the Forbidden City?	Summer 2 Water Cycle - Will you ever see the water you drink again?
<b>English</b>	Improving sentences Myths and legends Non-chronological reports	Narrative poetry Instructions Diary Poetry performance	Fables Persuasion - letters/discussion and argument – debate	Recount Biography Reports - Journalistic	Stories from other cultures Stories from a different point of view	Film and story study Flash backs in story Play scripts
<b>Maths</b>	Number and place value Addition and subtraction Multiplication and division	Fractions Decimals Geometry and measurement Data presented in graphs and tables	Geometry - Position and direction Measure Geometry – shape Fractions Decimals Percentages	Statistics Fractions Decimals Percentages Addition and subtraction Multiplication and division	Addition and subtraction Multiplication and division Statistics Measure Geometry – Shape Fractions Decimals Percentages	Measure Statistics Fractions Decimals Percentages Addition and subtraction Multiplication & division
<b>Science</b>	How different will you be when you are as old as your grandparent? Animals including humans. Changes as humans develop	Could you be the next CSI investigator? Properties and changes of materials. Dissolving, filtering,	Do all animals and plants start life as an egg? Living things and their habitats. Life cycles of plants and animals. Birth, growth,	Will we ever send another human to the Moon? Earth and space. Earth relative to the Sun. Earth relative to the Moon.	Can you feel the force? Forces. Gravity, air resistance, water resistance, friction. Gears, pulleys, levers and springs.	

	from birth to old age.	evaporating, reversible and irreversible changes.	development and reproduction.	Relationship between Earth, Sun and Moon. Earth's rotations. Day and night.		
<b>History</b>	Local history study Britain's settlement by Anglo Saxons and Scots  Chronological understanding Knowledge and understanding Historical enquiry	Britain's settlement by Anglo Saxons and Scots  Chronological understanding Knowledge and understanding Historical enquiry			The achievements of the earliest civilisations  Chronological understanding Historical enquiry	
<b>Geography</b>			Study of rainforest environments  Human and physical geography	Study of rainforest environments  Human and physical geography		Water cycle and rivers  Geographical enquiry Physical geography Geographical knowledge
<b>Computing</b>	Communication-Internet:	Data retrieving and organising - Films	Communication - Word processing skills	Databases-Spreadsheets and	Communication - Word processing skills	Data retrieving and organising -

	<p>Understand how the internet works, searches and comparison, copy and paste, downloading and saving documents</p> <p>Algorithms &amp; Programming</p> <p>Communication - Word processing skills</p>	Presentations	Communicating- e-safety.	databases, tables and graphs	<p>Presentations</p> <p>Algorithms &amp; Programming</p>	<p>Films</p> <p>Communication-Internet: Understand how the internet works, searches and comparison, copy and paste, downloading and saving documents</p>
<b>Design &amp; Technology</b>	<p>Textiles – Banner making</p> <p>Developing, planning and communicating ideas. Working with tools, equipment, materials and components to make quality products</p>	<p>Anglo Saxon Houses</p> <p>Cooking and nutrition - Bread making</p> <p>Developing, planning and communicating ideas. Working with tools, equipment, materials and components to make quality products</p>	<p>Cooking and nutrition</p> <p>Using fruits from the rainforest to make healthy snacks</p> <p>Developing, planning and communicating ideas. Working with tools, equipment, materials and components to make quality products Evaluating processes and products</p>	<p>Making a moving model – a moon buggy</p> <p>Developing, planning and communicating ideas. Working with tools, equipment, materials and components to make quality products Evaluating processes and products</p>		

	Evaluating processes and products	Evaluating processes and products				
<b>Music</b>	Don't stop believin' -Charanga	Bells ring out - Charanga	Classroom jazz - Charanga	Benjamin Britten – A tragic story - Charanga	Stop -Charanga	Reflect, rewind, replay -Charanga
<b>Art</b>	Self portraits and portraits of an older person.  Artist study Picasso.	Sculpture – Design and make an Anglo Saxon Shield and piece of jewellery.	Create a leaf stencil and use to produce positive and negative prints.  Use a range of materials to develop effects and ideas to create a camouflage collage.  Scale up and translate an image of a rainforest animal using a grid.	Scale up and translate an image of a rainforest animal using a grid.  Draw and pain the entrance to a forest and show perspective.	Practice calligraphy and produce Chinese symbols.  Practise a variety of brush strokes By holding a paintbrush in an upright position to mirror the Chinese style.  Create a wash background for a Chinese style painting.	Share ideas and plan work in the style of Banksy.  Take photographs using an iPad, edit and save image.
<b>RE</b>	The Bible Sacred holy books of other religions	Christmas – Matthew and Luke Christmas around the world	Women in the Old Testament	Easter Pentecost	Loss, death and hope	Daniel
<b>PSHCE</b>	New Beginnings:	Getting on and	Going for goals:	Good to be me:	Relationships:	Changes:

	Empathy Self-awareness Motivation Social skills	falling out: Empathy Managing feelings Social skills  Saying no to bullying: Empathy Social skills Self-awareness	Motivation Self-awareness	Self-awareness Managing feelings Empathy	Self-awareness Managing feelings Empathy	Motivation Managing feelings Social skills
<b>PE</b>	Orienteering Hockey Tennis	Tag-rugby Gymnastics	Dance Netball	Athletics Swimming	Rounders Swimming	OAA Football
<b>MFL</b>	All about me: Introducing yourself, colours, numbers, age, appearance  My family: Family, clothes, pets, descriptions	Calendar: Month, date, celebrations  Food and drink: Food, drink, healthy food, Spanish food	Our world: Animals, habitats, life cycles, seasons, weather, travel, describing scenes, continents and rivers	Things to do: Sport and pastimes, musical instruments, days out, pocket money, emotions  Solar system	School day: Subjects, times, places in school, journey to school, daily routines	Culture: Fact file, Spanish speaking world, culture, music and dance, Spanish sport, art and festivals

