The Care Federation Schools

Geography Policy

Agreed by SLT: Summer 2024

To be reviewed: Summer 2027

Intent

Overall curriculum rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within The Care Federation Schools. This policy promotes best practice and establishes consistency in teaching and learning across the federation. It also takes into account the diversity of our learners, providing equality of opportunity for all,

alongside varied learning experiences that lead to a consistently high level of pupil attitude and achievement in geography.

At The Care Federation Schools we want all of our children to have a curiosity and fascination of the world: people, places and environments. It has never been more important for children to have a comprehensive global understanding of our world. Our Geography curriculum will support children to develop respect for the physical world and the vast scope of our diverse planet. We aim to develop the children's interest in a variety of physical and human environments in the wider world by expanding horizons within and beyond the local community and motivate our children to take an active part in contributing to and protecting the world they grow up in.

Legal framework

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

- DfE (2021) The Statutory Framework for the Early Years Foundation Stage (EYFS)
- DfE (2013) National Curriculum in England: geography programmes of study: key stages 1 and 2

This policy operates in conjunction with the following federation policies:

Marking and Feedback Policy
Educational Visits policy
SEND Policy
Equal Opportunities Policy
Online Safety Policy
ICT Acceptable Use Policies for pupils and Staff
Code of conducts for Staff and Pupils
Curriculum Policy
Curriculum Risk Assessment

Aims

The aims of The Care Federation Schools *geography* curriculum are:

- For children to develop a curiosity and fascination about the world around them and the world as a whole.
- For children to develop an understanding of how the world is changing and of how we impact on this change.
- For children to develop a respect for the physical world.
- To motivate our children to take an active part in contributing to and protecting the world they grow up in.
- For children to be able to use a variety of maps and to be able to draw a simple map.

Implementation

EYFS Educational Programme

Taken from the Statutory Framework for the early years foundation stage January 2024 – Understanding the World:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster

their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

EYFS Early Learning Goals: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- 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.

Key Stage One

The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

Locational knowledge:

- Name and locate the world's continents and oceans.
- Name, locate and identify characteristics of the countries which make up the United Kingdom (UK).

Place knowledge:

- Understand the geographical similarities and differences of areas of the UK and of a small area in a contrasting non-European country.
- Human and physical geography:
- Identify seasonal and daily weather patterns in the UK.
- Locate hot and cold areas of the world in relation to the equator.
- Use basic geographical vocabulary to refer to key physical features, as well as human features, including buildings, vegetation and seasons.

Geographical skills and fieldwork:

- Use world maps, atlases and globes to identify the UK and any other countries studied.
- Use simple compass directions, locational terminology and directional language to describe the location of features and routes on a map.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
- Devise a simple map and construct basic symbols in a key.
- Use observational skills to study the geography of the school and identify the key human and physical features of the surrounding environment.

Lower Key Stage Two (Years 3 and 4)

Locational knowledge:

- Use maps to locate countries around the world, concentrating on Europe's major cities and key characteristics.
- Identify counties and cities of the UK, geographical regions and their identifying characteristics, key topographical features and land-use patterns.
- Understand the location and significance of the Northern and Southern Hemisphere,
- Place knowledge

- Identify geographical similarities and differences through the study of human and physical geography of one region in the UK,

Human and physical geography:
- Describe and understand key aspects of physical and human geography, including rivers, mountains, volcanoes and earthquakes, the water cycle, types of settlement and land use, economic activity and the distribution of natural resources.

Geographical skills and fieldwork:
- Use maps, atlases, globes and digital/computer mapping to locate countries.
- Use the 8 points of a compass and four-figure grid references and symbols to build knowledge.
- Use a range of methods, including sketch maps, plans and graphs, and digital technologies, to record the human and physical features in the local area.

Upper Key Stage Two (Years 5 and 6)
Locational knowledge:
- Use maps to locate countries around the world, concentrating on Europe's and North and South America's environmental regions, major cities and key characteristics.
- Identify counties and cities of the UK, geographical regions and their identifying characteristics, key topographical features and land-use patterns.
- Understand the location and significance of the Tropics of Cancer and Capricorn, the Equator, the Northern and Southern Hemisphere, the Arctic and Antarctic Circle, the Greenwich Meridian and other time zones.
- Place knowledge:
- Identify geographical similarities and differences through the study of human and physical geography of one region in the UK, Europe and North or South America.

Human and physical geography:
- Describe and understand key aspects of physical and human geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle, types of settlement and land use, economic activity and the distribution of natural resources.
- Geographical skills and fieldwork:
- Use maps, atlases, globes and digital/computer mapping to locate countries.
- Use the 8 points of a compass and four- and six-figure grid references and symbols to build knowledge.
- Use a range of methods, including sketch maps, plans and graphs, and digital technologies, to record the human and physical features in the local area.

Curriculum delivery
Throughout the federation, Geography is taught as a discreet lesson and as part of cross-curricular themes when appropriate.

Teaching and learning approaches
- Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
- Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.

Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:

Questioning, predicting and interpreting

Pattern seeking
Practical experiences
Collaborative work
Role-play and discussions
Problem-solving activities
Classifying and grouping
Researching using secondary sources

- Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos.
- The classroom teacher, in collaboration with the geography subject lead, will ensure that the needs of all pupils are met by:
  - Setting tasks which can have a variety of responses.
  - Providing resources of differing complexity according to the ability of pupils.
  - Utilising teaching assistants to ensure that pupils are effectively supported.
- Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.
- Each year group will have the opportunity to undertake an external educational visit or visitor in school, which is Geography based, annually.
- Each year group will take part in field work, either within and around the school grounds or further afield. This will involve making observations, taking photographs, sketching and/or collecting data.

<u>Planning expectations</u>

- Throughout the federation, geography is taught as a discrete lesson and as part of cross-curricular themes when appropriate.
- Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: geography programmes of study'.
- Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- Long-term planning will be used to outline the units to be taught within each year group. Fieldwork and Map work skills should be included in each year group at least once, but more frequently where possible.
- Long-term planning will be used to identify which fieldwork opportunities will take place in each year group.
- Due to providing for some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By doing so, we ensure that children have complete coverage of the National Curriculum, but do not repeat topics.
- Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.
- Medium-term plans will identify learning objectives and main learning activities.
- Medium-term plans will be shared with the geography subject lead to ensure there is progression between years.
- Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson.
- Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils.

<u>Equipment and resources</u>

- Digimaps for schools is used as a mapping tool to access maps of different scales throughout the world.

- Atlases and OS maps are also used for mapping skills.
- Where the internet is used as a source of images and information on a location, children are encouraged to consider bias within these sources.
- The world around us.

Cross curriculum links
Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas.

Children will be taught that children around the world are entitled to the same rights and this belief will be incorporated into learning about different parts of the world.

English
Pupils are encouraged to use their speaking and listening skills to describe what is happening.
Pupils' writing skills are developed through recording findings and creating reports.
Pupils' vocabulary is developed through the use and understanding of specialist terminology.

Maths
Pupils use their knowledge and understanding of measurement and data handling.
Where appropriate, pupils record findings using charts, tables and graphs.
Pupils use data analysis in order to identify patterns.

Science
Pupils use their knowledge of the natural world to identify and analyse features of physical geography.
Pupils' investigative and practical skills are developed through the use of fieldwork and problem-solving activities.

History
The geography of any location is continually changing. During each unit, pupils will be introduced to some recent major geographical events around the world. When learning about regions of the world, or the UK, key historical changes in these areas will be identified, demonstrating how history has influenced what the region is like today.

Computing
ICT will be used to enhance pupils' learning.
Pupils will use ICT to locate and research information.
ICT may be used to record findings, using text, data and tables.

Spiritual development
Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination.
Pupils are encouraged to think about the effect of humans' actions on the environment.
Current geographical developments and issues will be discussed in the classroom, where appropriate and will be included in some assembly topics.

Health and Safety

Specific considerations for this subject can be found in the Curriculum Risk Assessment, which is reviewed annually. A log is kept of all staff who have read and understood this assessment each year.

Inclusion and equality of opportunity

- Termly topics allow depth and breadth of learning.
- Pupils are discreetly taught Geography and understand the purpose of the subject.
- Concepts are used to interweave ideas and consolidate learning from previous lessons or units of learning.
- Children are encouraged to take part in both adult-led tasks and independent work. This allows teaching of new skills and also promotes independent research and thinking.
- Fieldwork is planned so that all children will be able to access the learning with appropriate support when necessary - see SEND Policy.

Impact

Assessment and reporting

- Pupils will be assessed, and their progression against learning objectives recorded at the end of each unit of study.
- Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- Assessment will be undertaken in various forms, including the following:
  - Talking to pupils and asking questions
  - Discussing pupils' work with them
  - Marking work against the learning objectives
  - Observing practical tasks and activities
  - Pupils' self-evaluation of their work
  - Evidence of learning on Tapestry (EYFS/KS1)

- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- In terms of summative assessments, the results of end-of-unit teacher assessments will be recorded so that they are available to the next teacher. Summative data will be added to Pupil Asset annually.
- Parents will be provided with a written report about their child's progress during the Summer term every year. This will include information on the pupil's attainment in geography based on teacher assessment.
- Reports on progress being made in Geography may be included in parent-teacher discussions during the Autumn and Spring terms.
- Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.

Staff training

- Staff are given training throughout the year on any new resources to be included within lessons.
- Staff have the opportunity to receive support/training on any aspect of the curriculum from the subject leader whenever required.

Monitoring and evaluation

The staff and Governors are committed to maintaining standards, establishing high expectations, and promoting effective teaching and learning. Procedures for monitoring and evaluation involve all members of the federation community as part of the monitoring cycle.

A commitment to Assessment for Learning (AfL) endorses the federation's participation in the National Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually. The monitoring and evaluating of practice enables the progress of individuals to be seen within the class and whole-federation contexts of school and staff development.

The main purpose of monitoring, evaluation and review is to ensure that all members of the federation community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements for all.

The range of approaches in monitoring and evaluating may include:

Moderation Exercises/Internal Standardisation – a comparison of children's work across classes and year groups
Book Looks
Questionnaires/ Surveys/ Audits
Learning Walks
Whole-federation self-evaluation
Review meetings with staff and pupils
The inspection process.

<u>Roles and responsibilities</u>

The Role of the Governing Body and Executive Head teacher is to:

- Approve and monitor the content of this policy.
- Liaise with the Executive Head, Heads of Schools, subject leaders and teachers with regards to pupil progress and attainment.
- Nominate a Governor to have specific responsibility for Curriculum including oversight, support and challenge
- Ensure the curriculum is inclusive and accessible to all.

The Role of the Head of School and Curriculum Leader is to:

- Devise long and medium term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.
- Communicate the agreed curriculum to the governing board on an annual basis.
- Ensure the curriculum is inclusive and accessible to all on a day-to-day basis.
- Assist teachers and subject leaders with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensure the curriculum is implemented consistently throughout the federation, ensuring any difficulties are addressed and mitigated as soon as possible.

The Role of the Subject Leader is to:

- Provide a strategic lead and direction, ensuring appropriate coverage of the curriculum.
- Keep up to date with developments in subject, at both national and local levels.
- Lead sustainable improvement through supporting colleagues and others.
- Monitor pupil progress.
- Provide efficient resource management.
- Review the way subjects are taught in the federation and plan for improvement linking to whole school priorities.
- Ensure the School Improvement Plan priorities are monitored and consistently met.

- Monitor how their subjects are taught, ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Accurately judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.

The Role of the Class Teacher is to:

- Demonstrate a high level of knowledge of each subject they teach.
- Plan lessons with clear learning objectives that pupils understand.
- Demonstrate an enthusiasm for all themes and subjects.
- Know children as individuals, tailoring teaching to their needs.
- Identify barriers to learning and put strategies in place to overcome them.
- Build and maintain relationships with parents.
- Be able to accurately advise parents on how to further support their children at home.
- Reporting to parents on their child's progress across all areas of learning and development.
- To be an advocate of all learning to all learners.
- Be willing to be a learner as well as a teacher.
- Take on the responsibility for leading on a subject area.
- Act as a support partner for all other curriculum areas.
- Challenge and inspire pupils, expecting the most of them.
- Use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour at all times.
- Use time, support staff and other resources effectively.
- Use dialogue with pupils about their progress and their next steps.
- Reflect on their personal strengths and weaknesses and to be proactive to plan their own professional development needs

The Role of the SENCO is to:

- Collaborate with the Executive Head, Head of School, Curriculum Leader and teachers to ensure the curriculum is accessible to all.
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carry out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaise with external agencies where necessary to ensure pupils who require additional support receive it.

<u>Review</u>

- This policy is reviewed every 3 years by the SLT.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.