



# Geography Policy

<b><i>Date Written</i></b>	<b>December 2021</b>
<b><i>Next Review</i></b>	December 2023
<b><i>Geography Lead</i></b>	Ellie Rainbow

## **Geography Policy**

### **Vision**

At CPS, the children will leave as inspired geographers who are intrigued by the world both investigating its human and physical features. The children are able to articulate the importance of studying geography and understand how it affects their daily life. The children will understand how they will influence the future of the world through human features and their sustainability choices too. As geographers they will be able to understand how the human and physical features affect and have impacted both local and global environments too. Children will develop a curiosity about the world and will leave CPS with vast experiences and a secure understanding of using geographical skills that they can apply to the real world.

### **Aims**

- 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

### **Statement from the National Curriculum:**

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.

## **Intent**

At CPS we are Geographers! We begin with the Geography National Curriculum as our starting point. Through high-quality geography learning, children are inspired with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our Geography curriculum aims to equip children 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 features.

## **Implementation:**

We use the national scheme of work for Geography as the basis for our curriculum planning. We ensure there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are given increasingly complex concepts and problems as they move up through the school.

As the children progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human features, and of the formation and use of landscapes and environments. In KS1, CPS geographers gain a sense of the world and their own geography, beginning to understand chronology. When children reach KS2, they will gain a strong sense of how geography links with history. Their learning will progress through time beginning looking at settlements and finishing Year 6 investigating modern geography focusing on population affects and sustainability.

Fieldwork and mapping skills are explicitly taught in each year group and geographical enquiries take place. By the time the children are in Year 6, they will have the skills and knowledge to independently undertake their own choice of geographical enquiry. We will equip CPS children with both the minimum statutory requirements of the geography National Curriculum, but also prepare them for the opportunities, responsibilities and experiences of later life.

## **Impact**

Within each lesson, retrieval practise revisits prior learning and helps strengthen long-term memory.

The curriculum overview maps the Geography topics studied in each term during each year group and key stage. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

Each unit is comprised of key questions, linked to the sticky knowledge we want our children to take away.

## **Organisation and Resources**

Geography is a subject learnt through a variety of activities including map work, investigations, field trips, web based research and group discussions.

Resources include atlases, globes, maps, photographs (including aerial photographs of the school and local area), books stored in the resources room and websites such as the BBC and WaterAid.

### **Inclusion**

All children have access to suitably differentiated programmes of study in Geography in accordance with the National Curriculum. Every pupil has opportunities to experience success in learning and achieving as high a standard as possible. Additional support for children with SEN is provided in accordance with the SEN policy. Where appropriate any physical needs of a child will be addressed to ensure full access to the curriculum (e.g. proximity to teacher/board). Boys and girls have equal access to the curriculum. Children of all ethnic groups will be treated equally.

### **The contribution of Geography to other subjects:**

#### ***English***

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are geographical in nature. Children develop oracy through discussing Geography questions or presenting their findings to the rest of the class or school. They develop their writing ability by composing reports and letters and through using writing frames.

#### ***Mathematics***

Geography has strong links with mathematics, through statistics and units of measurement. Children learn to interpret information presented in graphs or diagrams.

#### ***Information and communication technology (ICT)***

Children use ICT in Geography to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

#### ***Personal, social and health education (PSHE) and citizenship***

Geography contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as the role society plays in looking after the planet or the causes and impact migration has. They learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society consists of people from different cultures and start to develop tolerance and respect for others.

### **Role of the Subject Leader**

- Formulating and updating the policy where appropriate;
- Ensuring staff are aware of the content of the policy and that it matches classroom practice;
- Liaising with the subject's link governor;
- Ensuring appropriate resources are available and regularly updating them according to need;
- Disseminating information on Geography to both staff and pupils;
- Supporting staff with Geography where required;
- Attending Geography subject meetings and training events where appropriate;
- Offering Geography Inset sessions and promoting it within the school.

## Overview for Geography

	Autumn	Spring	Summer
Year 1	Our Local Area	Spring 1: The United Kingdom Spring 2: UK weather – seasonal and daily weather patterns	
Year 2	Continents	Comparing Capitals Cape Town and London	Hot and Cold
Year 3	Villages, Towns and Cities	Rivers	The Water Cycle
Year 4	Mountains, Volcanoes and Earthquakes	European study: Italy	Fieldwork
Year 5	Migration	Non-European case study: South America	Biomes
Year 6		North America: Natural Disasters	Summer 1: Population Summer 2: Impact of humans on the environment

