

The Royal (Crown Aided) First School



Geography Policy

Date reviewed:	11/10/2021
Date of next review:	On going
To be reviewed by:	Headteacher/Lead teacher

This is a live strategy and the Lead History Teacher is responsible for maintaining its accuracy. Any required amendments should be sent direct to the document owner.

INTRODUCTION

At The Royal School, we understand the importance of a well-rounded, fulfilling curriculum to prepare our pupils for the next stage of education, and for their present and future role as global citizens. Geography is an important part of our curriculum as it can contribute to forming part of a knowledge base to help us understand our place in the world. We support children's developing agency through Geography by giving time, space and support for children to contribute and develop their own ideas and find answers to their own questions.

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures

The Royal School Curriculum uses the National Curriculum of England to outline the knowledge and skills base of the Geography curriculum.

Our school mission and vision shape all areas of The Royal School Curriculum.

Our **mission statement** describes how we do things at The Royal School on a daily basis. We are:

Loving to learn, Learning to love, guided by God.

Our **vision statement** describes where we are heading and outlines our purpose – the reason why we do things at The Royal School.

At The royal school our vision is to light up our communities and the world through being - big Thinkers – resourceful
- independent and resilient - generous of spirit - honest and - team players

Our school mission statement and vision statement encapsulate the ethos that is held consistently by all members of our learning community. It was created and developed by us all over the period between 2016 and 2020, and it underpins everything that goes on at The Royal School., including the development of The Royal School Curriculum

We have a growth mindset (Dweck, 2006) in our school, and our vision although unique to our context draws from concepts for curriculum development in Guy Claxton's and Bill Lucas' "Seven Cs" (Claxton & Lucas, 2015). Alongside this, The Royal School Curriculum draws from curriculum ideals for the future of education developed by the OECD in the 2030 Education project (OECD, n.d.)

The Royal School Vision within the Geography curriculum	
	How does this show in our curriculum and pedagogy?
Big Thinkers	<p>We are committed to learning and children will get the opportunity to try things over again many times and learn from both mistakes and successes.</p> <p>Our curriculum supports us to be expert communicators of ideas.</p> <p>Our curriculum gives us the opportunity to, be reflective, think deeply, practise different types of thinking and develop metacognitive skills.</p> <p>.</p>
Resourceful	<p>Our curriculum helps us to look after the things that we have.</p> <p>It gives us opportunities to be curious and develop our own line of questions.</p> <p>We often get the chance to go from an idea to reality (being creative).</p> <p>We know that today matters for every pupil and regardless of age we can create and contribute to change with our own ideas</p>
Independent and resilient	<p>Our curriculum gives us the opportunity to try things for ourselves and be confident as learners.</p> <p>We value learning from mistakes, and it builds our confidence to try something again.</p> <p>We encourage opportunities for self-discipline.</p> <p>We say yes to challenge.</p> <p>We don't say "can't," we say "not yet"</p>
Generous of spirit	<p>Our curriculum gives opportunities for us to give of our time and talents to benefit others.</p> <p>We learn to look for those whose voice may not be heard and use our time and talents to give a voice when we can.</p> <p>We believe that the opportunities to recognise social injustice and to think creatively about working towards social justice is part of a balanced education.</p> <p>We believe children can contribute to society as children – they do not need to wait to participate.</p>
Honest	<p>Our curriculum gives opportunities to be honest with ourselves (looking after our own well-being and mental health) and to be honest with others to promote and facilitate collaboration</p>
Team Players	<p>Our curriculum promotes team building skills to work together so that all achieve</p>

AIMS AND OBJECTIVES

Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.

Our objectives in the teaching of geography are;

- To enable children to gain knowledge and understanding of places in the world.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To allow children to learn graphic skills, including how to use, draw and interpret maps.
- To enable children to know and understand environmental problems at a local, regional and global level.
- To encourage in children a commitment to sustainable development, and an appreciation of what 'global citizenship' means.
- To develop in children a variety of other skills, including those of enquiry, problem solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way.
- To develop the cross-curricular use of geography in all subjects.

TEACHING AND LEARNING STYLE

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities.

We recognise the fact that there are children of different geographical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by;

- Setting tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty, some children not completing all tasks.
- Grouping children by ability in the room, and setting different tasks to each ability group.

- Providing resources of different complexity, according to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of children.

GEOGRAPHY CURRICULUM PLANNING

Geography is a foundation subject in the National Curriculum. We use the National Curriculum as the basis for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in Geography in three phases (long-term, medium-term and short-term). The long-term plan maps the geography topics studied in each term; the subject leader devises this plan in conjunction with teaching colleagues in each year group. The children study Geography topics in conjunction with other subjects. Some topics have a particular Geography focus. Appendix 1 is a curriculum progression map that shows the progression of learning in Geography from Early Years Foundation Stage to Year 4.

THE CONTRIBUTION OF GEOGRAPHY TO TEACHING IN OTHER CURRICULUM AREAS

English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in literacy are geographical in nature. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability, by asking them to record information and write reports and letters.

Mathematics

The teaching of geography in our school contributes to children's mathematical understanding in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance, and they learn how to use grid references. They also use graphs to explore, analyse and illustrate a variety of data.

Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way in which people recycle material, and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. Thus, geography in our school promotes the concept of positive citizenship.

Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world, and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

GEOGRAPHY AND ICT

Information and communication technology enhances our teaching of geography, wherever appropriate, in each key stage. Children use ICT to enhance their skills in data handling (mountain, climate, population or river data) and in presenting written work. They research information through the Internet and libraries of digital images (aerial photographs, for example).

GEOGRAPHY AND INCLUSION

At our school, we teach geography to all children, whatever their ability and individual needs. Geography implements the school curriculum policy of providing a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that match the needs of children with learning difficulties, and we take into account the targets set for individual children in their Individual Education Plans (IEPs). We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

ASSESSMENT

Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a PowerPoint presentation based on their investigations. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work. We assess work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment, as necessary

Each term Children are supported to co-construct a context for assessment with their class teacher. They then show their learning to our school community during the penultimate week of each term this is known as Sparkle week.

RESOURCES

WE HAVE SUFFICIENT RESOURCES IN OUR SCHOOL TO BE ABLE TO TEACH THE RELEVANT GEOGRAPHY UNITS AND WE KEEP THESE RESOURCES IN A CENTRAL STORE. WE ALSO KEEP A COLLECTION OF GEOGRAPHY EQUIPMENT THAT THE CHILDREN USE TO GATHER WEATHER DATA, AND A SET OF ATLASES FOR BOTH KEY STAGES. IN THE LIBRARY, WE HAVE A SUPPLY OF GEOGRAPHY TOPIC BOOKS TO SUPPORT THE CHILDREN'S INDIVIDUAL RESEARCH.

FIELDWORK

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry particularly in view of our setting.

MONITORING AND REVIEW

The coordination and planning of the Geography curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject;

The quality of teaching and learning in Geography is monitored and evaluated by the head teacher as part of the school's agreed cycle of lesson observations.

BIBLIOGRAPHY

Claxton, G. & Lucas, B., 2015. *Educating Ruby*. s.l.:Crown House Publishing.

Dweck, C. S., 2006. *Mindset: The New Psychology of Success*. 7th ed. New York: Random House.

OECD, n.d. *OECD Future of Education and Skills 2030*. [Online]

Available at: <https://www.oecd.org/education/2030-project/>

[Accessed 5th June 2021].

APPENDIX 1: PLANNED PROGRESSION OF SKILLS WITHIN THE GEOGRAPHY CURRICULUM AT THE ROYAL SCHOOL.

Locational Knowledge				
EYFS	Year 1	Year 2	Year 3	Year 4
	Know names of 7 continents and 5 oceans Name four countries of the UK and their capital cities	Name and locate the 7 continents and 5 oceans Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas	Locate some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities Begin to identify position of latitude, longitude, N/S Hemispheres and the Equator Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic Begin to identify position of Prime/Greenwich Meridian and time zones	Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities Name and locate countries and cities of the UK, describing geographical regions and topographical features Explore how some aspects of physical and human characteristics have changed over time
Human and Physical Geography				
(The Natural World) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	Begin to use basic geographical vocabulary eg <i>town, city, beach, forest, sea, mountain</i> Talk about daily weather and seasonal weather patterns in the UK Find hot and cold areas in	Develop geographical vocab eg <i>rural, urban, vegetation, season</i> Identify daily weather and seasonal weather patterns in the UK Locate and name hot and cold	Begin to describe some key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle) Begin to describe some key aspects of human geography (settlement/land use and	Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle) Describe and understand aspects of human geography (settlement/land use, economic activity and

	world using atlases	areas in world in relation to Equator and the North/South Poles	distribution of natural resources)	distribution of natural resources)
Skills and fieldwork				
(People, Cultures and Communities) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	<p>Start to use world maps, atlases and globes</p> <p>Begin to use simple compass directions and locational language</p> <p>Use aerial photos and plans to recognise landmarks</p> <p>Draw simple maps eg of school grounds</p>	<p>Use world maps, atlases and globes</p> <p>Use simple compass directions and locational language to describe the location of features and routes on a map</p> <p>Use aerial photos and plans to identify features, human and physical</p> <p>Devise simple maps and create a key using symbols</p>	<p>Confidently use world maps, atlases and globes and begin to use digital mapping</p>	<p>Securely use world maps, atlases and globes and use digital mapping</p> <p>Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology</p>
Place knowledge				
<p>(People, Cultures and Communities) 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.</p> <p>- 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</p>	Talk about similarities and differences between area of UK and non-European area	Identify similarities/differences in physical/human geography between area of UK and non-European area	Begin to explain geographical similarities and differences (region of UK, European country and N/S America)	Explain geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically

	<p>Geography coverage within topics:</p> <p><u>Train your dragon</u> – countries within the UK</p> <p><u>Celebrations</u> – seasonal change and introduction to skills and fieldwork.</p> <p><u>The Victorians</u> – Victorian holidays and transport</p> <p><u>Tasty stories</u> – Physical and human features of the seaside and comparison to a non-European country.</p> <p><u>Where we live</u> – skills and fieldwork focus.</p>	<p>Geography coverage within topics</p> <p><u>Ocean adventures</u> – underwater conservation, locational knowledge and map skills.</p> <p><u>Celebrations</u> – locational knowledge and map skills</p> <p><u>Unsinkable</u> – Place knowledge comparison Ireland and USA</p> <p><u>Around the world with the three bears</u> – skills and fieldwork</p> <p><u>Going on safari</u> – in depth comparison bringing together all four focus areas of the Geography curriculum</p>	<p>Geography coverage within topics</p> <p><u>Ancient Egypt</u> - Review of KS1 Geography skills and mapping (including digital) of oceans and continents</p> <p><u>The Romans</u> – human and physical geography and locational knowledge focus on cities</p> <p><u>Under our feet and Deep in the forest</u> – review KS1 compass and extend to 4 figure grid references, Place knowledge comparison of UK region and Egypt</p>	<p>Geography coverage within topics</p> <p><u>Ancient Greece</u> – Using maps, globes and atlases</p> <p><u>Celebration</u> – locational knowledge</p> <p><u>A trip to the Amazon</u> – in depth comparison study bringing together all four focus areas of the Geography curriculum</p> <p><u>My local area and me</u> – Skills and fieldwork focus – 6 figure grid reference</p> <p><u>Rocket engineers</u> – review all four focus areas – looking at the world from space.</p>
--	---	--	--	---