



## Riverside Primary School

### Geography Policy

April 2021

#### Contents:

1. Subject Statement
2. Teaching and Learning
3. Assessment
4. Planning and Resources
5. Organisation
6. EYFS
7. KSI
8. KS2
9. Equal Opportunities
10. Inclusion
11. Role of the Subject Leader
12. Parents



## 1. Curriculum Statement

### **Intent**

At Riverside Primary, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Geography is naturally an investigative subject and one that develops an understanding of concepts, knowledge and skills. The curriculum is designed to ensure that teaching equips pupils with knowledge about a diversity of people and places, natural and human environments and a deeper understanding of the Earth's key physical and human processes. This enables children to develop their knowledge and skills that are transferrable to other curriculum areas as well as promote spiritual, moral, social and cultural development. As pupils progress through the school, their growing knowledge about the world helps 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 and skills are progressive and sequenced to provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time. Our curriculum seeks to inspire in children a curiosity and fascination about the world and its people.

### **Implementation**

As part of our curriculum design led by Cornerstones, Geography at Riverside Primary is taught in and as part of topics throughout the year so that children can achieve depth in their learning. Teachers are supported to identify the key knowledge and skills of each topic and these are mapped across the school to ensure that knowledge is built progressively and skills are developed systematically. Existing knowledge is checked at the beginning of each topic. Children are asked what they already know and what they would like to find out. This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed



to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed and consolidated as necessary. Children complete an assessment to inform teachers of what they have learnt and what they have enjoyed. Geography is well resourced and specific resources are mapped to specific year groups and topics to support effective teaching and learning. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

## Impact

Our topic books evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to each key stage. This includes locational knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills which is supported by fieldwork.

We measure the impact of our curriculum through the following strategies:

- Assessing children's understanding of topic linked vocabulary
- Children's contribution to class discussions
- Verbal and written outcomes from learning
- Initial and final assessment of learning sheets
- End of topic quizzes

Teacher judgements are formed as to whether pupils are emerging, expected or exceeding for their conceptual understanding, knowledge and skills. As part of monitoring carried out by the Geography lead, pupils are interviewed to moderate teacher based assessments. This is also supported by the scrutiny of pupil's books, lesson observations and environment checks to ensure that there is correct delivery of the curriculum and to highlight areas for improvement.

As children progress throughout the school, they develop a deep knowledge, understand and appreciation of their local area and its place within the wider geographical context. Geographical understanding as well as children's spiritual, moral, social and cultural development is further supported by the school's specific drives. These include 'Language of the Month' where children consider the origins of the languages spoken across the school and 'Cultural Day' in which they celebrate the school community's cultural diversity. Children learn about careers related to geography from members of the local and wider community, with special skills and knowledge during events such as Science Week and Careers Week. This ensures that they are well prepared for the next steps of their education.

## 2. Teaching and Learning

The geography curriculum is mapped to ensure alignment with the National Curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of end of key stage 'end points', informed by the KS1 and KS2 National Curriculum statements for:

- Locational knowledge
- Place knowledge
- Human and physical knowledge
- Geographical skills and fieldwork

As part of the introduction to each new topic, teachers review what the children already know and identify what children would like to learn. This is used to inform the programme of study so that it takes account of children's interests. Working walls and topic displays are used to support and celebrate learning, throughout each unit of work. They are also used to support the acquisition of key knowledge and the accurate use of key vocabulary.



In each lesson, children are guided towards the learning objective (LO) through the use of success criteria (SC). The LO and SC are shared at the beginning of the lesson and reviewed by the children at the end. They are subsequently used by the teacher during the assessment and review of children's work helping to identify individual target areas.

Teaching and learning in Geography is supported by a wealth of resources including specific online platforms such as The Royal Geographical Society (with the Institute of British Geographers). Learning outside the classroom is a key feature of Geography lessons and specific activities are mapped and planned. These are progressive throughout the school and support the 'Geographical Skills and Fieldwork' strand.

Lessons are planned to ensure that key knowledge is developed over time over the course of each block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of the wider curriculum subjects. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.

### **3. Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work (individually, in pairs, in a group and in class) during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback with opportunities for self-assessment, consolidation, depth and target-setting through both verbal and written marking.



- Book monitoring of outcomes of work to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).
- Use of the 'What I already know, What I want to find out' assessment sheets at the beginning of each topic.
- Use of the 'What I have learnt, What I have enjoyed' assessment sheets at the end of each topic.
- Specific and measurable LOs for each lesson throughout a unit
- Child and teacher review of both the agreed SC at the end of each lesson and the key knowledge at the end of each unit to inform focused consolidation where this is necessary.

#### 4. Planning and Resources

Geography resources are stored centrally in the Wider Curriculum Resource Area and are organised into topic themes, which are clearly labelled. The class libraries contains an extensive supply of geography topic books to support children's individual research. The school's subscription to specialist platforms including The Royal Geographical Society and The Hamilton Trust ensures that teachers have access to lesson resources which they can select and adapt in alignment with the school's knowledge and skills progression map. Planning is completed by senior leaders and is adapted by class teachers. It is saved electronically for ease of access and is informed by the knowledge and skills progression maps as well as the topic overview on Cornerstones. Key vocabulary is stated for each unit as well as how learning takes account of the school's own context (for example, location, accessible places of geographical interest and members of the school community with specialist expertise and knowledge).

Cross curricular learning is also utilised, with specific opportunities and links planned for and stated on the Geographical knowledge and skills progression maps.



## 5. Organisation

Within the academic year, children study geography in blocks as outlined in the overall curriculum framework overview. This allows children to enhance their geographical knowledge and develop their geographical skills through focused weekly learning, throughout the duration of each block. This model also promotes the achievement of a greater depth of understanding by the end of a unit.

## 6. EYFS

Early Years explore geographical themes in line with the EYFS framework. Children are guided to develop sense of their physical world as well as their community through opportunities to explore, observe and find out about people, places, technology and the environment. The key knowledge and skills in Reception provide the foundation to those identified in Year 1. Children are assessed according to the Development Matters attainment targets.

## 7. KSI

During KSI, pupils will investigate their local area and a contrasting area in the UK or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments. They also use geographical skills and resources such as maps and photographs.

During KSI, pupils should develop knowledge about the world, the UK and their local area. 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.

Children will develop their **locational knowledge** by learning to name and locate the world's 7 continents and 5 oceans. They will also learn to name, locate and



identify the characteristics of the 4 countries and capital of the UK and its surrounding seas.

Children will develop a greater **understanding of place** by comparing the geographical similarities and differences through studying the human and physical geography of a small area of the UK (Barking and Dagenham) and of a small area in a contrasting non-European country. The specific geographical locations selected for these comparisons are selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In addition, pupils will have the opportunity to learn about **human and physical geography**. During this study, they will identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops).

Children will develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use:

- World maps;
- Atlases and globes;
- Simple compass directions;
- Aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;
- Simple fieldwork and observational skills to study the geography of their local area.

## 8. KS2

During KS2, pupils extend and develop their knowledge and understanding beyond the local area to include the UK, Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They extend their **locational knowledge** when they learn to locate and name European countries as well as North and South American countries – concentrating on their environmental regions, key physical and human characteristics, countries and major cities. They also extend their locational knowledge to be able to name and locate countries and cities of the UK, describe key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the equator, the Northern and Southern hemispheres, the Tropics of Cancer and Capricorn, the Antarctic Circle and the Greenwich Meridian and time zones.

They will build upon their **understanding of place** by comparing the geographical similarities and differences through studying the human and physical geography of a region of the UK, a European country and a North or South American one. As in KSI, the specific geographical locations selected for these comparisons is selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In KS2, **human and physical geography** knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water).

Children will continue to develop **geographical skills and fieldwork skills**, through these three areas of study where they learn to use:

- Maps;
- Atlases and globes;
- Digital/computer mapping;
- 8-point compass directions;
- 4 and 6 figure grid references;
- Symbols and keys;
- The Ordnance Survey maps;
- Fieldwork to observe, measure, record and present the human and physical features in the local area using a wide range of methods including sketch maps, plans, graphs and digital technologies.

## 9. Equal Opportunities

At Riverside Primary School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use 'Quality First Teaching' and a range of other strategies to ensure inclusion and to maintain a positive ethos where children demonstrate positive attitudes towards others.

## 10. Inclusion

All pupils are entitled to access the Geography curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks as well as teaching is well adapted to ensure an appropriate level of challenge. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Through the use of pre-topic assessment, teaching takes account of children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised to ensure a fully inclusive and engaging Geography curriculum. This is supported through a number of links with places of geographical interest in the immediate and wider locality which engages the children further through contextual and practical learning activities.

## II. Role of the Subject Leader

The subject leader's responsibilities are to:

- Ensure a high profile of the subject;
- Ensure a full range of relevant and effective resources are available to enhance and support learning;
- Model the teaching of Geography;
- Ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase;
- Monitor books and ensure that key knowledge is evidenced in outcomes, alongside and supported by SLT;
- Monitor planning and oversee the teaching of Geography
- Lead further improvement in and development of the subject as informed by effect subject overview;
- Ensure that the Geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment;
- Ensure that the Geography curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the curriculum;
- Ensure that approaches are informed by and in line with current identified good practice and pedagogy, to attend regular opportunities for CPD including borough forums;
- Establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in Geography.



## 12. Parents

The involvement of families and the wider community to help support the teaching of Geography is widely encouraged. Enquiries from parents and members of the school community with specialist expertise and knowledge in relation to supporting the Geography curriculum are warmly welcomed. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching and learning of Geography at Riverside Primary.

The support that parents and carers provide in supporting their children at home with topic-based home learning projects is also recognised and valued. When these are set, Geography tasks will be well communicated and have a clear purpose, often providing children with the means to consolidate or extend their classroom work.

**Policy agreed:** April 2021

**Policy review date:** April 2024