

**St. Margaret's Anfield Church of England Primary School**

Jesus said, "Love one another as I have loved you" (John 13:34). Therefore, by faith and work, be the change you want to see.

With God, all things are possible.



**Geography Policy**

**Philip Cummings**

<b>Version</b>	<b>Date</b>	<b>Action</b>	<b>Review Date</b>
Version 1	February 2023	Adopted by Governing Body	February 2024
Version 2	February 2024	No changes	March 2025

## Overview

In St. Margaret's Anfield we will, through effective teaching and learning of the knowledge, skills and understanding of Geography, help all children to develop an understanding of the world around them and its people beginning locally and then expanding outwards. We will use the National Curriculum for Geography, Collins Education and Opening Worlds as the basis for our schemes of work whilst ensuring we have a bespoke curriculum fitting the needs of our children. In addition, we will make meaningful links with the other subjects of the curriculum. Our aim is to inspire and nurture a sense of curiosity within our children about the diverse world in which they live, giving them the skills needed to bring Geography to life.

### 1. Aims and Objectives

- To develop a strong understanding of their own locality and the features within it.
- To name, locate and identify significant characteristics of the UK.
- To develop a knowledge of the world, its continents and its oceans, confidently discussing significant characteristics.
- To develop understanding of the human and physical processes which impact our world and recognise their influence over time.
- To develop and build upon geographical skills, both map work and fieldwork, throughout their school journey.

### 1.2 Knowledge, skills and understanding

The Following are built upon in each year group.

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

### 1.3 Geography teaching at St Margaret's will help pupils to:

- Learn about the world through the structured teaching of locational knowledge and human and physical processes, investigating their impact.
- Develop their geographical enquiry through map work, field work and investigation, and exploration of quality resources such as atlases and globes. These skills will be built upon sequentially as pupils move through school.
- Develop a clear understanding of the world around them, starting with their locality and branching outwards to deepen their knowledge and build upon it over time.
- Investigate local Geography.

- Learn about the world, its places, processes and people, from a range of primary resources.
- Explore first-hand experiences, visits, visitors and resources.
- Take greater responsibility for their learning.
- Develop their feelings and 'empathy' for others, through their understanding of diversity of culture and background, learning more about the lives of others and how they compare to their own.

## **2 Early Learning Goals**

The EYFS Educational Programme for Understanding the World says:

'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.'

## **Understanding the World**

### **Three- and Four-Year-Olds**

- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

### **Reception**

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different from the one in which they live.

## People Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.

## 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.
- Understand some important processes and changes in the natural world around them, including the seasons.

### **KS1 Pupils will be taught about:**

- What is the Geography of where I live?
- Why do we love being beside the sea so much?
- How does the weather affect our lives?
- How are the Arctic and Antarctic similar/different from Liverpool?
- Why does it matter where my food comes from?
- How does the geography of Kampong Ayer compare?

### **KS2 Pupils will be taught about:**

#### Year 3, 4 and 5 Opening Worlds

- Rivers
- Mountains
- Settlements and Cities
- Agriculture and Farming
- Volcanoes
- Climates and Biomes
- The Rhine and the Mediterranean
- Population
- Coastal Processes and Landforms
- Tourism
- Earthquakes
- Deserts
- Why is California so thirsty?
- Oceans
- Migration
- North and South America
- The Amazon
- Interconnected Amazon

## Year 6

- Fairtrade
- Mountains

### **Geography in the Curriculum**

A curriculum map has been devised in order to provide a framework for the Geography taught within our school. The new National Curriculum provides further guidance by outlining the subject content that should be taught within each Key Stage. The Geography taught in Nursery and Reception is governed by the Early Years Foundation Stage document. The whole school plan aims to ensure that learning is progressive and that geographical skills are central to learning.

Through our Geography teaching, we will provide learning opportunities that enable all pupils to make good progress. We aim to do this by setting suitable learning challenges and responding to each child's individual needs. Geography teaching will focus on enabling pupils of all abilities to think as geographers, making connections in the world around them. We will encourage children to engage in Geography at a personal level by drawing on their existing knowledge, skills and understanding of the topic, developing their observational and inference skills. Where possible, we will teach Geography through practical experiences, bringing learning to life in order to give children the strong foundation needed to become lifelong learners.

### **Spiritual, Moral, Social and Cultural Development**

#### **Spiritual development**

Through teaching geography, we can also develop children's spiritual development. Essentially, Geography is about studying people; where they live and our relationship with the environment. This involves providing children with the opportunities to reflect on their own values and beliefs and those of others. Children may explore what it would be like to live in a squatter settlement, or as a victim of an earthquake or other natural disaster, to living on tropical islands. Children have the opportunity to explore their own feelings about the people, culture, place and environments that they are learning about.

#### **Moral development**

Most geographical issues provide opportunities for distinguishing a moral dimension; for example, should deforestation be allowed in a rainforest? Should open cast mining be allowed in an area of outstanding natural beauty? Such issues are explored through fun decision-making activities, where children understand the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.

#### **Social development**

Fieldwork and classroom opportunities that the geography curriculum provides, enhances social development as pupils develop a greater degree of self-discipline and rely on collaborative skills to ensure the learning is successful.

Geography also teaches an understanding of citizenship, where debates and discussions teach pupils about the planning process in a town or city. They learn about national and international trade links how this has an impact on people and places and understand of the concept of sustainable development.

### **Cultural development**

An essential component of Geography is place knowledge. By understanding the features and characteristics their local area, children understand why it is like that, and can contrast where they live with more distant localities, in this country and abroad. This understanding ensures children are aware of the cultural traditions associated with the place they are studying, as well as our own multicultural society.

## **3.Implementation, Planning and Assessment**

### **3.1 Organisation**

Geography is taught through topics and often shares many cross-curricular links with other subjects. It is implemented at different times throughout the year, alternating with History in Years 1, 2, 5 and 6 and every half term in Years 3 and 4. Lessons are taught weekly or in blocks, depending on the topic. There are opportunities to revisit learning within the year and from previous years. Enrichment opportunities are apparent throughout the school and include educational trips, visitors and enhancement weeks. In Early Years, lessons often link with children's experiences and are mostly taught through incidental opportunities, celebrations and stories.

### **3.2 Planning and Resources**

Geography objectives are outlined on a long term 'end of year assessment' document from Early Years to KS3 which staff can access to plan for coverage and progression between year groups. A more detailed medium term plan is then completed to show the lesson sequence in order to answer an end of topic question and to ensure that previous learning is being built upon (Y1-6). The teaching in Early Years is included within the planning sequence of Understanding the World. Many resources have been made available to staff during staff meetings and these are saved on the teacher drive. Other resources that are needed are discussed with the Geography leader.

In lower Key Stage Two, we are currently following the Opening Worlds Programme.

### **3.3 Monitoring and Assessment**

Geography is monitored through learning walks, observations and summative reports where teaching and learning is seen in action as well as in the environment through displays. Pupil

and staff voice, as well as book looks, also provide strong monitoring opportunities. Planning is checked to ensure continuity, progression and coverage. The end of term summative assessment spreadsheet in *Geography* is accessed in all year groups to monitor and analyse attainment.

Reports are made to the *Governing Body* each year.

### **Subject Leadership**

- To liaise with and to support staff in the implementation of *Geography* teaching.
- Monitor the teaching and learning of *Geography*, ensuring coverage and progression.
- Liaise with staff to identify and organise resources for *Geography*.
- Promote the use of intriguing environments for *Geography* through the use of displays, *Geography* days and themed weeks.
- To arrange staff training when necessary to update and strengthen knowledge.
- To review this policy document and revise as appropriate in accordance with school policies and National Curriculum requirements.