

Whinmoor St Paul's C of E
Primary School



Geography Guidance Document

Intent

At Whinmoor St Paul's C of E Primary School we believe that Geography provides a means to exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. Developing geographical skills is essential as it contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure.

We believe that it is good practice for children to be encouraged to actively learn, by developing their own research, discussions and enquiries based on ideas given by the teacher. These ideas will be increasingly founded in historical knowledge and understanding.



Aims

Geography aims to provide pupils with a thorough understanding of places and environments and the importance of the human and physical characteristics and how we can contribute to maintaining and improving the environment. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their geographical knowledge.

In line with the National Curriculum (2014), we aim to:

- enable children to gain knowledge and understanding of places in the world
- increase children's knowledge of other cultures and in doing so teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- 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 a variety of other skills, including those of enquiry, problem solving, investigations and how to present their conclusions in the most appropriate way

The core of the Geography provision at Whinmoor St Paul's Primary is based on the subject content that should be taught within each Key Stage. Where possible,

Geography objectives are linked into the themes that children are learning about so they are able to make links in their learning and the world around them.

Implementation

Through Geography, the children learn a range of skills, concepts, attitudes and methods of working. We use a variety of teaching and approaches in Geography lessons to develop children's knowledge, skills and understanding.

These include:

- Use of story, including story telling.
- Discussions and debate
- Questions and answers
- Individual and group investigations
- Television, radio, audio recording, video, film, internet and other computing resources
- Fieldwork
- Making links to real life situations
- Comparing and contrasting places
- Outdoor learning



Health and Safety

The school's Health & Safety Policy outlines the safe codes of practice for our school and provides the necessary guidance on the response and the reporting of all incidents. Children are encouraged to assess hazards and discuss the appropriate precautions. Children are taught the appropriate safe practice when using equipment.

This will include:

- How to use equipment correctly and in accordance with health and safety guidelines.
- To behave in a considerate and responsible manner, showing respect for other people and the environment; both in school and on trips outside the classroom.

Equal Opportunities and Inclusion

All children are encouraged to participate in Geography lessons regardless of gender or ethnic background. The school will react positively to gender-typical attitudes and encourage the breaking of them. Our school is committed to the principle that we deliver an inclusive curriculum for all pupils allowing them the opportunity to achieve their full potential. Each individual's well-being, needs, education and learning will be met through:



- Setting suitable learning challenges that have achievable learning targets and are motivated by success
- Deepening children's historical skills and understanding so that all children's needs are catered for allowing pupils to achieve a high standard of learning
- Responding to pupils' diverse learning needs so that all pupils can fully participate and access lessons so that there is an equality of opportunity through teaching approaches.

Geography is planned so that potential barriers to learning and assessment for individuals and groups of pupils are overcome through:

- Provision being made where necessary to support individuals or groups of pupils to enable them to participate effectively in Geography lessons
- Pupils' understanding being developed through the use of all available senses and experiences
- Aspects of the areas of study that may present specific difficulties for individuals being identified and adapted accordingly

Planning

Class teachers are responsible for the planning and delivery of Geography lessons, in line with the National Curriculum (2014) Key Stage subject content for their own classes. LTP is produced by the subject lead. MTP are produced using knowledge organisers. These are produced for each topic covered, showing NC coverage, key vocabulary, learning objectives, opening WOW lesson, reading books as well as links to other subjects. These are saved on the server.

| Focus - History/Geography | India | Year: 4 | Spring |
|---|--|---------|--------|
| What are the sacred jewels of India? | | | |
| Learning Objectives <ul style="list-style-type: none"> Location: India on a map and know it is a continent Know the six main climate zones of India Some human and physical features of India Compare India and UK temperatures Understand some of the Hindu cultural influence in other countries Name some of the monuments in India Understand the main religions in India and how this affects daily life | Texts to access Lapland  | | |
| | Key word India Definition A country in South Asia | | |
| | climate Observing weather conditions and patterns in a particular area, over a period of time | | |
| | monsoon Seasonal winds that last for several months | | |
| | India River One of the longest rivers in Asia | | |
| | human features Structures that have been built or made by humans | | |
| | physical features They describe natural surroundings of a city or place | | |
| | culture A set of values, behaviours or traditions shared by a society or a group of people | | |
| | monuments A statue, building, or something else made to remember a person or important event | | |
| | religion A major belief system | | |
| | continent The largest and most populated continent | | |
| Learning Objectives <ul style="list-style-type: none"> Know the six main climate zones of India Some human and physical features of India Compare India and UK temperatures Understand some of the Hindu cultural influence in other countries Name some of the monuments in India Understand the main religions in India and how this affects daily life |  | | |
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Early Years Foundation Stage

We teach concepts of Geography in Nursery as well as Reception to prepare the children for Year 1.

These include:

- Know there are different countries in the world.
- Begin to understand that they need to respect and care for the world.
- Draw information on a simple map.
- Understand that some places and special to some people.
- Recognise some environments are different.
- Understand the effects of changing seasons.
- Know some similarities and differences between religious and communities in this country as well as others.



In Key Stage 1:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding sea

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary.



Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

In Key Stage 2

Locational knowledge

- locate the world's countries, using maps to focus on Europe North and South America,.
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.

Human and physical geography

- describe and understand key aspects of physical and human geography.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- use the 8 points of a compass.
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods.



Strategies to Support Children with SEN

In Geography, we use a number of evidence-based strategies to support children with SEN. Strategies include:

- Support for SEN children with learning vocabulary; this may include flash cards or picture prompts.
- Support in writing sentences.
- Videos to introduce new concepts and vocabulary learning.
- Visual aids and concrete examples will be used to support learning.
- Tasks may be 'chunked' into smaller steps.
- Vocabulary prompts may be used to support sentence work.

- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward.
- Temporary groups may be established to support learning a particular concept.
- Pre-teaching and support with new vocabulary may be used.
- Tasks may be given on tablets to help move learning forward.
- Use of technology for independent work.

Impact

The impact of our Geography curriculum is constantly reviewed by the subject leader and evidence is recorded in the subject leader file on the server.

Subject Leadership

Through their monitoring of the subject, the subject leader should be confident in leading the subject and assisting staff when needed. The monitoring cycle should be rigorous in Geography and should allow the opportunity for staff to receive and act upon feedback given through staff meetings or staff training.

Teaching

Through implementing the key steps identified in the Action Plan, Geography should be heightened across the school and children should be confident in talking freely and with knowledge about the subject. Teachers should be confident in teaching Geography and should be teaching it regularly (an hour, once a week). With constantly being alert to any new resources available for successfully delivering our Geography curriculum, this will allow opportunities for teachers to use resources in lessons which develop children's understanding of both prior knowledge and new learning.

Assessment

Assessment is in line with the school's Policy and is recorded on Target Tracker twice a year. Assessment opportunities are included in the study of each unit of work, with pre and post assessments completed at the start and end of the units. This allows teachers to assess and adapt their planning. At the start of each lesson, children are given a re-cap question to embed learning and also a pre-assessment of their key word for the lesson. Assessments are based on the National Curriculum level descriptors. Teachers will assess children's work in Geography throughout the year. Children will be encouraged to assess their own work where appropriate. Assessment can be carried out informally during the course of teaching. It enables the teacher to identify a child's understanding and progress in particular aspects, to inform their immediate teaching and to plan for their coming lessons. Likewise, assessments of children's work are carried out after the lesson where the teacher marks a child's work,

using the school's marking policy. Parents/carers are informed of the pupil's progress during parents/carers meetings and in end of year report.

How Geography teaching is monitored

Geography is monitored throughout the year. The Subject Leader carries out book looks and drops ins to support staff in the effective delivery of the Geography curriculum as well as pupil voice.