

Winwick Church of England Primary School



Geography Policy

In God's love, aspire and achieve to be the best

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Winwick C.E Primary School Geography Policy

Introduction

At Winwick CE, the children learn that they are part of the Christian community and Christian World. They are taught through a values led approach with Christ at the centre of everything. All members of the school community are children of God and should be treated with love, respect and care. We ensure that all members of the school community respect, tolerate and celebrate the geography curriculum by following the teachings of the Lord so that we can all aspire and achieve in God's love. This is driven by our core Christian Values of love, perseverance and respect. It is lived out in our mission statement through the love of God and our love of one another and how we respect all things and the world we live in.

INTENT

At Winwick CE, we intend for our pupil's to develop a secure understanding of the world we live in (living geography). Children need to be aware of what is topical and of the world around them ... from TV and politics to landmarks, countries and continents. We intend for our pupils to enjoy learning about the wider world and their position in it.

When planning, we use Oddizzi, Pathway 2, which assures full National Curriculum coverage and provides content and structure that enables clear progression in knowledge and skills.

Our main objective is to use enquiry based teaching and learning to enable children to make sense of the world around them.

We intend for our pupils to be able to talk confidently about their environment and begin to use more complex geographical vocabulary.

Through fieldwork, we intend to engage our pupil's with innovative and enjoyable learning – going out and exploring topics in more detail.

When planning, we want to build on prior learning and that is why we use knowledge organisers – so children can easily recap previous work. Also their books are taken up to their next year group to enable them to consolidate topics. We have also built into each lesson 'retrieval quizzes' to reinforce learning objectives and help pupils to accumulate valuable subject knowledge.

AIMS OF GEOGRAPHY POLICY

Our Geography Policy follows The National Curriculum 2014 for Geography Guidelines and the aims of geography are:

- To provide a range of learning opportunities that enthuse, engage and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world we live in.
- To encourage children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and teach respect and understanding of what it means to be a positive citizen in a multicultural country.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means. Ensuring children are aware of and understand the wider world – and their place in it.
- To make sense of their surroundings by learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

PURPOSE OF STUDY- WHY TEACH GEOGRAPHY?

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 the 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.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

In teaching Geography we are developing in our children:

- Knowledge about the world, the United Kingdom and their locality.
- Basic geographical vocabulary relating to human and physical geography.
- An understanding of geography through the use of geographical skills, including first hand observation, to enhance their locational awareness.
- Confidence and competence in geographical knowledge, concepts and skills;
- An ability to reason, predict, think logically and to work systematically and accurately;
- An ability to communicate geographically, allowing them to articulate geography concepts clearly and precisely;
- The initiative to work both independently and in cooperation with others;
- The ability and meaning to use and apply geography across the curriculum and real life.

IMPLEMENTATION

Teaching and Learning

At Winwick CE, teachers plan and deliver high quality and engaging geography lessons incorporating different teaching and learning styles. Topics are planned using the teaching activities in the Oddizzi Schemes. These help assure lively, effective and appropriate learning based on the structured Pathway. We also might access further resources such as CPG study books, twinkl, focus education, Scholastic and geography websites. Geography is taught as discrete lessons but often follows a cross-curricular approach linking history, English, maths and ICT skills. Our teachers will provide opportunities for pupils by:

- Learning about geography, where possible, through first hand experiences.

- Using a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage.
- Using IT in geography lessons where this serves to enhance their learning
- Engaging in role play and discussions and presenting reports to the rest of the class.
Using a wide variety of problem-solving activities
- Using geographical contexts to develop and consolidate cross curricular skills in English, Maths and ICT;
- Being motivated and inspired, by engaging interactive geography displays, which include key vocabulary and relevant questions;
- Learning about geography using the outdoor environment.

PLANNING

School curriculum

Our curriculum is carefully planned to engage and excite learners. Our long-term and medium-term plans map out the skills and themes covered each half term for each year group. These plans define what we teach and ensure an appropriate balance and distribution across each term. Through geography the children 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 and topical/ current affairs.

Teachers base their planning on the programmes of study for their relevant year groups and ensure the coverage is within and beyond national expectations, aiming for children to make progress in line with national expectation and above throughout the academic year.

Early Years

In reception, geography is planned using the Early Years Curriculum 'Understanding of the world'. Children learn about similarities and differences between themselves and others, families, communities and traditions as well as looking at their local area, places in the UK and Antarctica.

Key Stage 1 and 2

At Winwick CE, teachers use Oddizzi medium term plans and schemes of work which encompass the National Curriculum (2014). When planning, teachers ensure that the National Curriculum statutory requirements are being covered but also allow time to (study 'living geography') bringing geography to life with reference to current topical issues.

In Key Stage 1, pupils begin to use simple compass directions, describe the location of features and routes on a map, use aerial photographs and recognise landmarks and basic human and physical features. They begin to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. They learn to name and locate the world's seven continents and oceans. Pupils 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. Children use world maps, atlases and globes. In Year 2, children study the human and physical geography of a small area of the UK and contrast this with life in Kenya.

In key Stage 2, pupils continue to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They will have developed a good understanding of the world and will begin to ask more detailed enquiry questions to gain a deeper perspective of their position in it. Pupil's will continue to develop their awareness of what is topical in the world around them and begin to plan their own projects to research comparing and contrasting different locations.

Geography knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. Whilst it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage.

Pupils should be able to describe processes and key characteristics of geography, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of geography, including collecting, presenting and analysing data.

Scaffolded/ Adapted Learning

The study Geography will be planned to give a suitable range of scaffolded activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able. For pupils with SEND, tasks may be adjusted and learning layered to ensure their success in Geography. The grouping of pupils for practical activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain confidence.

IMPACT

Assessment

In the EYFS teachers assess against the 'Development Matters' statements in the 'Understanding of the world', area of the Early Years Curriculum.

Assessment is used to inform planning and to facilitate differentiation. AFL is carried out in a variety of ways in each lesson by questioning, pupil observations and discussions. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to children in accordance with the school's marking policy. At the end of each unit children complete an assessment sheet monitoring their own learning and checking they have achieved the learning objectives and that teaching has resulted in clear and appropriate outcomes. Children also have to complete questions indicating what they enjoyed about the unit and what else could have been taught to make the unit even better!

Teacher knowledge and understanding

What does an 'excellent lesson' look like at Winwick?

It will contain the relevant components for a geography lesson as mentioned above and be rigorous – fast paced. The lesson would begin with the teacher consolidating any prior learning, being enthusiastic about the topic and keeping children engaged and focussed. The teacher would share his/her enquiry question and further questions to scaffold pupils' understanding. The teacher would use maps and link with I.T. to make it more interactive. The lesson needs to be 'chunked' with mini-tasks to keep learners involved and engaged. As with all subjects, lessons should take account of the ten principles of effective teaching and learning: reviewing material, questioning, sequencing, stages of learning, guided student practice, frequent checking for understanding, scaffold/ assist learning, independent practice/ over learning/ automaticity and obtaining high success rates.

The subject leader will support any member of staff with subject knowledge and delivery of the new Geography curriculum throughout any point in the academic year. The CPD will be offered through:

- sharing outstanding practice in Geography;
- working closely with staff during different stages of planning;
- provide opportunities for the staff to attend external training opportunities within subject specific areas;
- team teaching and team planning with appropriate year groups.

MONITORING AND EVALUATION

To monitor the impact of geography learning, the geography subject leader will implement learning walks, talk to and quiz pupils on what they have learnt. Pupils can use their knowledge organisers to act as memory aids and then talk unaided about what they liked and disliked and how this improved their geography learning and understanding.

The subject co-ordinator will use the retrieval quizzes or other retrieval information, at a later date, with pupils to monitor the impact of children's learning by checking knowledge is being retained and children are making links between learning and current affairs at an appropriate level.

The subject leader will monitor the subject termly by

monitoring and evaluation of pupils' work (work in books); lesson observations; pupil and staff interviews; planning and assessment monitoring; learning walks.

REPORTING TO PARENTS

Following whole school policy based on National Requirements and WBC guidelines. Parents will be well informed of their child's progress through autumn and spring term parents' evenings and written annual reports. Parents will be encouraged to develop positive attitudes to geography and actively support their children when homework is given.

MARKING WORK

Refer to the whole school policy.

Resources

The Oddizzi learning platform provides teachers with a wealth of geography subject knowledge and can be accessed at home as well as in school. Children have individual logins and can also use this resource at home to enhance their own subject knowledge.

Detailed medium term planning and schemes of work are stored on the Google drive and are available to each year group along with further planning resources. We also have access to the Education Library Service providing a wide range of text books and suitable child-friendly websites.

Other geography resources are stored in a large cupboard within the Lower Key Stage 2 Department. When staff require new resources they should put in an order request to the subject leader.

Role of the Subject Leader

The subject is led by a subject leader but staff as a whole take time each year to review standards and monitor curriculum provision and ensure training and resources are up to date.

Appendix A - example of a planning overview document from EYFS

ONGOING THROUGH THE YEAR		
Unit Focus: Our Local Area	Unit Focus: Around the World	Unit Focus: The Seaside
Areas of Learning		
Common Misconceptions: <ul style="list-style-type: none"> • No understanding of the concept of time. • Unable to appreciate that a timeline needs to be put into chronological order. • Unable to distinguish between the different days/weeks/months etc. • Not understanding the difference between family members and friends of the family. • Difficulty establishing their own regular routines and behaviours. 		
Key Questions		
<ul style="list-style-type: none"> • Can you name the road, village, town and city that our school is near to? • Can you use aerial photographs to find the school and tell us what you notice? (buildings/open space/roads/St Oswald's/other features) • Can you draw a simple map of the classroom and outdoor area? <p>EDUCATIONAL VISIT: Field Work: Walk around the local area</p>	<ul style="list-style-type: none"> • What is the weather like in different places in the world? (UK, Arctic, Antarctic, Amazon) • How are the seasons different around the world? • Does everybody in the world eat the same things? • Does everybody in the world travel to school in the same way? • What kind of houses do people around the world live in? • What can I find out in books about different places around the world? 	<p>SEASIDE/LOCAL AREA (Done in both)</p> <ul style="list-style-type: none"> • What can I see? • What can I hear? • What can I feel/how do I feel? • With the help of my teacher, I can identify things that are: <ul style="list-style-type: none"> ○ physical features? (manmade) ○ human features? (natural) • What do people do at the seaside? <p>EDUCATIONAL VISIT: Field Work: Beach Visit/Walk around local area</p>
VOCABULARY		

spring, summer, autumn, winter,
 Winwick, Warrington, Myddleton Lane, St Oswald's, Leisure Centre, shop, hairdresser, Liverpool, Manchester,
 motorway, road, cars, people, post box, trees, grass, path, pavement,
 classroom, tables, chairs, floor, door, toilet, sink, shelves, whiteboard, names of the different learning areas,
 playground. park, carpark, fences, The Swan, Premier Inn, England, UK,
 beach, sand, sandcastle, sea, water, ocean, town, village, mountain/cliff, tide, waves, bucket, space, paddling, salt
 water, statue,
 manmade, physical, human, natural,
 UK, Arctic, Antarctic, Amazon, South Pole, North Pole, Equator, rainforest, snow, ice, wind, rain, hail stone, dry, wet,
 cold, hot, warm, desert, swamp, humid,
 walk, run, bus, bike, car, scooter, cart, sledge, snowmobile, sled, climb,
 house, hut, igloo, apartment, bungalow, tent, castle,
 map, ariel view, field work,

APPENDIX B - an example of a Key Stage 1 overview planning sequence

Areas of Learning
<p>Prior Learning:</p> <ul style="list-style-type: none"> ● UK Geography ● Locating a country, place, sea on a map ● Compass points (N/S/E/W) ● Human and physical features ● Hot and cold areas of the world. <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Difficulty understanding the fact that one land mass may be parts of different countries/continents.
Key Questions
<ul style="list-style-type: none"> ● Where in the world am I? <ul style="list-style-type: none"> ○ Can I find my home on a world map? ○ What places does my home fit into? (village/town/count/country/continent) ○ How does the size of my home country compare with other countries? ● Where are the world's continents? <ul style="list-style-type: none"> ○ Can I find the continents on a map? ○ Can I use directional language to explain the position of each continent? ○ Using clues, can I work out which continent is which? ○ Which continents are surrounded by oceans and which are joined together on land? ● Where are the world's oceans? <ul style="list-style-type: none"> ○ Can I find the oceans on a map AND globe? ○ What is special about each of the 5 oceans? ○ What do the different oceans look like? ○ Why might some oceans be warmer than others? ● How can I show the continents and oceans on a map? <ul style="list-style-type: none"> ○ Where will I place each continent and ocean on my map? ○ What information can I find out about the continents and oceans? ○ Where on my map should this information go? ○ How can I use my map to plan a journey around the world? ● What are the main features of each continent? <ul style="list-style-type: none"> ○ What are the main physical and human features for each continent? ○ What is the difference between a physical and a human feature? ○ How are different continents similar to and different from each other? ○ Which continent would I like to visit most and what do I like about it?

- What is special about the continent of Africa? (Links to the next unit of work)
 - Climate zones
 - Landscape differences
 - Seasonal and daily weather patterns

GEOGRAPHICAL VOCABULARY

map, village, town, city, county, country, continent, world, land, ocean, sea, globe, atlas, north, south, east, west, compass, human, physical, feature, climate zone, landscape, seasonal, daily, weather pattern, landmarks, Antarctica, Africa, Asia, Europe, North/South America, Oceania, Arctic, Atlantic, Indian, Pacific, Southern, Mediterranean,

APPENDIX C - an example of a Key Stage 2 planning overview unit

Areas of Learning

Prior Learning:

- See work in Year 2
- Rivers, continents,

Common Misconceptions:

- Misconceptions linked to Brexit and the European Union membership and being in Europe.

Key Questions

- Where is Europe and what are its countries like?
 - Where is the continent of Europe?
 - Which European countries are in more than one continent?
 - What vegetation belts would you find in Europe?
 - What is the difference between Europe (the continent) and the European Union?
- Why would you visit the Mediterranean?
 - Where is the Mediterranean Sea?
 - What do we mean by a Mediterranean climate?
 - Why do so many tourists choose to visit the Mediterranean?
 - How can tourists take greater responsibility for the environment?
- Why are migrants coming to Greece?
 - Where do migrants to Greece arrive from?
 - What pulls or pushes people away from their homes?
 - What does it mean when we describe someone as a 'refugee'?
 - How do these arrivals affect people in Greece?
 - What if countries had no borders?
- What is the landscape of Greece like today?
 - What does modern Greece look like?
 - What words can I use to explain what Greece is like?
 - How do different parts of Greece contrast with each other?
 - How is the landscape of Greece used by/affected by people?
- Where would you visit in Athens?
 - What is the region around Athens known as?
 - What are some of the key landmarks and sites of interest in Athens?
 - What do the children in Athens say they like about it?
 - How does Athens compare with other cities you have studied? (e.g. London, Liverpool)
- How does everyday life in Athens compare with that in other places?
 - How do children feel about everyday life in Athens?
 - How does my daily school life compare to life at a school in Athens?
 - What makes a person decide they would like to live in a particular place?

- How do children in different countries feel about the past and future of places that they live in.

GEOGRAPHICAL VOCABULARY

Europe, European Union, France, Germany, Italy, Poland, Russia, Scandinavia, Spain, Ukraine, Mediterranean (Sea), temperate, polar, civilisation, leisure, resort, tourism, service industry, climate, border, migrant, refugee, Greece, Syria, travel, coastal, industrial, agricultural, residential, rural, urban, wilderness, mountain, Athens, Attica, port, itinerary, Parthenon, Peloponnese, Piraeus, Acropolis, pollution,