



# SAINT JAMES'

Church of England School  
Nursery & Pre School



## Geography Policy

This policy has been adopted by the governing body of  
St James' CofE Primary School.  
It will be reviewed annually or as required.

Date written September 2020

Signed: Mrs J Moore/ Headteacher

Signed: Mr S Rusling / Chair of Governors

### Vision Statement

Walking hand in hand with  
Jesus, fulfilling the potential  
God has given us



### Mission Statement

Through him we learn to live  
abundant lives, especially treasuring  
the values of **friendship, trust,**  
**thankfulness, respect, forgiveness,**  
**hope and courage.**



### Mission Aim



At St James' CofE Primary School, the  
Christian (and indeed inclusive human)  
values **"friendship, trust, thankfulness,**  
**respect, forgiveness, hope and courage"**  
inform our whole life together.

They were chosen in dialogue with the local  
community which identified them as  
exceptionally meaningful and valuable.  
Therefore, as a school community, we are  
committed to living these out and modelling  
them every day in each and every activity.

## **Geography Policy**

### **The Geography curriculum aims to achieve:**

The Geography lead has worked in partnership with the curriculum lead and LDST colleagues to construct a Geography curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. We aim for all pupils to be excited by Geography, to know more, remember more and do more because of their engagement in exciting Geography lessons.

In line with our reading intent we have ensured all pupils read widely and often, including regular opportunities to practice their comprehension skills, appropriate to their age or ability.

Ultimately, we want pupils to be Geographers who are inspired to have a life-long curiosity and fascination about the world and its' people. We also want to give our children the tools, knowledge and experiences they need in order to be independent and to be able to delve deeper, so that they are prepared and well

equipped to study Geography beyond the primary curriculum by the time they leave year 6.

- **Links to St James' whole school curriculum intent:**

### **Whole school Curriculum intent**

The four key principles that underpin our curriculum intent are:

1. Educating for **hope** and **aspiration**.
2. Educating for **community** and **living well together**.
3. Educating for **dignity** and **respect**.
4. Educating for **wisdom, knowledge** and **skills**.

The Geography curriculum intent emphasises the aim for all pupils to develop their knowledge, skills and abilities. Through a wider knowledge of the world and world events pupils will become more aware of community and how different cultures and civilisations live together.

## **Geography Intent**

**Knowledge, wisdom, skills** - Geography is all about the gaining of knowledge. Following the needs of our pupils we focus on learning subject specific vocabulary in context, reading skills, analysing a variety of Geographical sources of information, skills in debating and discussion. We work hard linking Geography to History, Science, PSHE, English and the Speak its. Wisdom can also be gained from our understanding of the world around us. For us it is not just learning about the world, it's learning from the world and the different societies around us. Reading about the follies of mankind and thinking about how this influences how we treat the world around us. For example: Thinking about the living conditions of the slums and ways in which we can improve the standard of living and quality of life.

**Hope and aspiration** – To inspire pupils to aspire to be Geographers and to learn more about the world around them from local places to more national and world-wide communities. To visit the places that they study e.g: The seaside resorts around the country and beyond, rural and urban areas nationwide (London, Manchester, Liverpool, The Lake District). To feel confident in achieving worldwide travel that will help them to build a comprehensive understanding of a diverse range of cultures, societies and ways of living e.g: Travelling to different continents and comparing and contrasting ways of life. Developing a desire and confidence to move around the world and to DREAM BIG.

Linking to Science and PSHE curriculums so that children understand we are studying the world around them and the impact we can have e.g. “Living things and their habitats”

**Community and Living well together** - To see how different cultures, societies and civilisations maintain sustainability and nurture their own environments. For example: Eco systems and Biomes. To be inspired and motivated enough to develop and nurture their own environments taking pride in their locality and wanting to make a difference. To learn lessons from places where sustainability and caring for the environment has not always gone well, seeking out reasons for this and the consequences of not protecting the resources around us.

**Dignity and respect** – Respecting all different societies and cultures around the nation and around the world. Thinking about our Science, MFL and PSHE curriculum where we encounter and learn about respecting and nurturing the cultures, creatures and environment around us. Understanding and respecting differences. Showing respect for places, all living things and natural and man-made objects as revered opportunities for learning.

- **Long term planning and curriculum design:**

The Geography curriculum is coherently planned and sequenced towards clearly defined national curriculum end points. The curriculum lead and subject lead work in partnership to ensure that we have full coverage of all national curriculum end points across school. Across KS1 and KS2 pupils study units of work which cover topics of Geography to enhance: Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork. From Y1 – Y6 pupils study topics in Geography taking in local, national and worldwide studies For example Year 1 start by looking at “Our School” developing to a study of their country. In KS2 Year 3 look at towns, villages and cities with year 6 looking at globalisation.

The national curriculum is covered by the end of year 5 and this provides the opportunity to go beyond the curriculum in year 6 by learning about units of work that are appropriate to the local area and the needs of our pupils. We have pupils from different backgrounds and cultures, so developing fieldwork skills through local and national fieldwork studies is incredibly important for us as a school.

During their time in year 6 our children are able to develop more appreciation of their own locality and have a sense of pride in the resources they have around them both locally and more nationwide. For example: locally we have flashes and rivers as well as mountain ranges and waterways. When we are studying urban and rural areas we are well placed between the cities of Liverpool, Manchester and the rural areas of the Lake District so are able to take the children on visits to Hinning House and utilise the urban buildings of Manchester and Liverpool. For Example: We have previously taken classes on the River Mersey to explore the transportation and role of the river.

- **How the curriculum is sequenced towards clearly identified endpoints:**

The curriculum lead and subject lead looked at our Geography Curriculum and the national curriculum and highlighted all the different points from the national curriculum to ensure that we had full coverage across school. Topics cover local, national and worldwide themes across both KS1 and KS2. The Geography curriculum in Year 1 has more of a focus on local study whereas the focus in Year 2 goes more global. The Year 6 local fieldwork unit that is incorporated into the final year of KS 2 is there in order to capitalise on the greater maturity and Geography knowledge that has been developed through their time in primary school. All units are mapped against the national curriculum.

### **Geography Implementation**

- **Expectations for how learning should be sequenced within a topic or unit in the medium term:**

Learning is sequenced in a way that builds upon prior learning with knowledge-based learning leading the way. Each lesson begins with reviewing prior learning before starting new learning with retrieval practice. This is done through a physical quiz in books in KS2, but it directed through teacher questioning in Y1 and Y2 – working towards a physical quiz in Y2. Pupils should understand a variety of new concepts and words by the end of a topic. For each Geography unit planned there is a whole class reading novel recommendation that directly links to the unit. For example Year 2 read “Lila and the secret of rain” alongside their study of contrasting localities.

- **What a typical Geography lesson looks like, including how these expectations are clear across the school:**

A typical lesson would begin by examining the working wall. Looking at what we know, the words we need to learn and what we have learned. Teachers will review the vocabulary already learned by the pupils with actions to support them in learning their key words and discuss the new vocabulary to be learned that lesson. They will then complete a retrieval quiz looking at the prior learning before moving on to their new learning. Lessons will provide rich challenging, age-appropriate texts with mini tasks and questions throughout the lesson to help pupils regularly practise their new learning. The whole class access slide shows which provide opportunity to dual code (visual and auditory channels take in the explanations). In KS2 we typically follow a read to write model. In KS 1 we follow a similar path with reading being the golden thread to the development of knowledge. In both KS1 and KS2 we are promoting the practical aspects of Geography and promote fieldwork and outdoor study to work alongside the reading and writing elements of the lessons. This allows our children to develop the skills required to enable them to think like a Geographer. For example Year 2 use compasses and create their own routes and maps to follow around the classroom or school. Year 6 complete a local field

work study that encourages the class to gather information from their own environments and utilise it in a positive way. At the end of the session the learning would then be reviewed and the new vocabulary should be able to be moved to the learned section of the working wall. Children would then fill in their sticky knowledge – writing one thing they have learned more about that lesson in their books.

- **How we ensure that pupils 'know more, remember more and can do more':**

Effective use of our KWL working walls, which is reviewed each lesson with key vocabulary and actions and the use of sticky knowledge. At the beginning and end of the units we also Look at the differences between pre-learning and post-learning. For each year group the key question have been picked linked to the core concepts that we would expect pupils to remember for that unit. Then at the end of the next year they would remember three key skills and knowledge gained in their previous learning and then their new learning for that year. This then enables our children to leave us having become more culturally literate over time and having gained the capability to think like a Geographer.

- **How the Geography curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:**

We have designed our curriculum to meet the needs of all our pupils in line with the school key priorities. Our curriculum is vocabulary rich and incorporates a wide variety of reading. We have given the pupils access to a variety of books where teachers can set reading projects but they can also find books for themselves – the books will even read themselves to pupils who may struggle with this lower down school or for our send pupils. Our disadvantaged children will also have a library of books to access information that they wouldn't have at home.

All class teachers know who their disadvantaged and SEND pupils are and can target them for specific questioning in lessons. Learning is visual, it's kinaesthetic by putting actions to vocabulary. Pupils can also be targeted for TA support and support from other members of their class as we don't always sit pupils in ability groups. SEND specialist teachers in school offer advice and support which enables teachers to plan activities that meet the needs of the individual. For example: In year 5 the children study a unit on slums. One particular child in this class is a very kinaesthetic learner and was tasked with creating a model slum and discussing ways of renovation that would improve the environment of that area. Similarly, in year 2 during a session on Atlas skills and directions, most pupils could access the reading and writing demands of the lesson, for the pupils who did not, they completed the vocabulary and action work before taking a more simplified map and creating verbal instructions to move around the map using the key vocabulary. This group physically moved around a grid and had a good knowledge of the basic compass rose at the end of the lesson.

Our pupils are disadvantaged due to a lack of parental engagement. Parents themselves often feel underconfident with the reading/writing aspects of our curriculum but where they excel is with the art and design projects that they do and each unit provides the opportunity for a art/craft based project.

## **Geography Impact**

- **Overview of Geography assessment procedures, including the expectations of teachers using both formative and summative assessment:**

Formative assessment include – teacher questioning (open and closed questions), retrieval practice, assessing vocabulary in a lesson, listening to the discussions of pupils and addressing misconceptions. We also use: Sticky Knowledge. Summative Assessment includes: Pre and post- Learning from Y1 to 6. Y2 work towards completing an extended piece of writing while essays give children from Y3 – Y6 the chance to contextualise the new vocabulary. Teachers record if pupils are WTS, EXS or GD these can then be looked at by the subject lead.

- **Monitoring arrangements, including the impact:**

Book monitoring- Showing that the resources given out are being used well in lessons and that Can I's consistently link to the end points. The monitoring of field work provision is vital but must have an impact on the learning.

We aim to inspire a love of Geography by bringing Geography to life through engagement with exciting and informative visits and visitors, for example if we visited the beach because we were studying the coastal resorts we would also take the opportunity to look at what the environment has to offer, how accessible it is to us from our own local environment and how we could improve our local environment using ideas from other areas. As a school it is vital that trips support the children in developing a curiosity and enthusiasm about the world around them.

- **How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date;**

We aim to develop and enhance our subject leads personal interest and passion in Geography through:

1. high quality continual professional development (CPD)
2. networking opportunities
3. engagement with the curriculum lead

we aim to ensure all staff history knowledge is up to date through:

1. high quality CPD
2. provision of effective resources
3. engagement with subject lead
4. networking opportunities

*To be read in conjunction with Geography Long Term Plan and Geography Concept Map.*



