



Geography Policy

Our school helps us to walk with Jesus, to be the best that we can be. Through God's love and guidance, we create an ethos of shared endeavour, friendship, and cooperation to help us flourish academically, emotionally, and spiritually.

**“I can do all things through Christ, who strengthens me.”
Philippians 4:13**

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Single Equalities Statement

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding in respect of pupils with special educational needs (SEN). At Baxenden St John's School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age, or any other recognised area of discrimination.

School Aims & Philosophy

- Our school is a happy place where everyone can **enjoy** coming together and having fun.
- Our school gives children the time and opportunities to **discover** their own spirituality and the nature of God.
- Our school provides opportunities for children to **learn**, grow in their understanding, and develop their independent thinking.
- Our school supports and guides the children to **achieve** as much as they are able and to feel proud of themselves.
- Our school **celebrates** the wonder of our creation, the diversity reflected in our local community, and all that is good in the lives of the children and the life of the school.
- Our school nurtures the desire of all children to **create** things and thoughts, which are unique to them and to share them confidently with others.
- Our school seeks to **inspire** children, so they will carry with them a vision of all that is possible, throughout their lives.

At Baxenden St. John's Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the knowledge, skills and attitudes necessary to be autonomous learners, who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens, surrounded by the love of God and rooted in Christian values. Our Geography curriculum follows the structure of INTENT, IMPLIMENTATION and IMPACT, as recommended by the Department for Education and monitored by OFSTED.

The Role of Curriculum Subject Leaders

- Monitor progress and attainment in subject areas and action plan to address areas of need;
- Support colleagues to develop practice and subject knowledge to maximise progress;
- Take the lead in policy development;
- Have responsibility for the purchase and organisation of resources for their subjects;
- Keep up to date with developments in their particular subject area and are responsible for sharing this with colleagues.

The Role of Governors

- Governors support, monitor and review the school curriculum through strong and regular links with subject leaders, usually on a termly basis.
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the subject policy through the school's self-evaluation processes. These may include reports from subject leaders and the termly Head teacher's report to governors, as well as a review of CPD sessions attended by staff and given by the subject leader.

INTENT

By the end of KS2, children at Baxenden St John's will have developed and expanded their knowledge of geographical places, processes and features through a broad curriculum that involves practical experiences. Our curriculum builds from the foundations created in EYFS and KS1 to develop all children's knowledge and skills whilst gaining an important understanding of our British geographical values to help our children 'be the best that they can be' and to understand their place in the world.

IMPLEMENTATION (achieved through effective teaching and learning)

Geography at Baxenden St John's is taught in blocks throughout the year so that children can achieve depth in their learning. To ensure high standards of teaching and learning in geography, teachers have identified and implemented a curriculum that is progressive throughout and across the whole school. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. Geography is taught as a set subject; however, cross curricular outcomes in geography are specifically planned for, with strong links between geography, history and English writing opportunities which are planned for and utilised when appropriate.

The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom, for example in our forest school, and is embedded in teacher's practice where appropriate. Likewise, visitors and trips are utilised where suitable to further develop children's appreciation of the geographical world. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

Furthermore, the Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; People and Communities and The World and Technology' by the end of the academic year. Staff are offered training where needed and high-quality resources are provided to support teaching. Furthermore, the subject leader goes on termly network meeting and information is fed back to teachers and governors. Parental and governor involvement is actively encouraged through different events throughout the year.

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. 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. Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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 to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

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.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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 within North or South America

Human and physical geography

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

IMPACT OF CURRICULUM (Assessment, Recording and Reporting)

Outcomes within creative curricular lessons evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children record what they have learned comparative to their starting points at the end of every topic. As children progress throughout the school, they develop a deep knowledge, understanding an 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 Christian ethos. 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 daily learning, throughout the duration of each block. This model also promotes the children in being able to achieve a greater depth of understanding of each topic.

The topics covered ensure the progression of locational and place geography, human and physical geography and geographical skills and fieldwork are advanced across the key stages to build and develop children's skills. Where possible, lessons are made practical to enable children to experience geographical skills and field work. At the end of each year, the children's learning is assessed against the age-related expectation bands that are based on the 2014 National Curriculum statements for Geography.

At Baxenden, we use summative assessment to determine children's understanding and inform teachers planning. This is reviewed on a yearly basis by the subject leader, who also carries out learning walks and book scrutinies to ensure geography development.

Assessment for Learning is an integral part of the planning and teaching of Geography, to ensure lessons are well-paced and that all pupils make progress in learning through facilitated variation & differentiation. Prior assessment of the pupils' understanding should be used to inform the planning of lessons with a clear progression in knowledge and skills. Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum. ***Links are only made with other subjects where they can meaningfully and significantly contribute to the teaching of those areas.*** Possible examples and opportunities include:

- English - Geography can make significant contributions to the teaching of English because it actively promotes the skills of reading, writing, speaking and listening. In KS2, we organise debates on environmental issues to develop speaking and listening skills. Likewise, reports, letters and recording information will all develop children's writing ability.
- Maths - Geography can contribute to the teaching of mathematics in a variety of ways. We teach the children to represent objects with maps. The children study space, scale and distance and they learn how to use four and six figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.
- Computing – When appropriate, computing is utilised in geography lessons; for example, children use ICT in geography to enhance their skills in data handling and in presenting written work or to safely research information. Additionally, children have access to the programme 'Digimap' to develop their geographical fieldwork skills.
- History – as we study various areas across our planet, links will be made to changes across history.
- PHSE – this includes the promotion of British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs as they are integrated into the Curriculum by comparing and contrasting a variety of places across the world.

Activities are planned with clear learning objectives that focus on specific skills, taken from the Lancashire KLIPS documents, and are taught at the appropriate level. Samples of work are evaluated by the subject leader through work scrutinies and learning walks. Teachers and their pupils use 'knowledge organisers' at the start of each topic. This contains the key learning and knowledge organisers from the previous units and promotes the development of the children's 'sticky knowledge' as they make their way through the school's Geography curriculum.

Reports to parents are completed during the academic year where indications are made as to the individual's progress in this area of the curriculum. Reporting of Geography at the Foundation Stage appears within the 'Understanding the World' areas of learning. The objectives set out in the updated Early Learning Goals (ELGs) has definite links to 'ELG: The Natural World' and 'ELG: People, Culture and Communities' which underpins the curriculum planning for children aged three to five for the geographical areas.).

Termly and annual summative record is kept of each child's progress in geography. The children are assessed as either working below (B) age related expectations, working towards ARE (WTS), at ARE (EXP) or working at greater depth (GD) within ARE for their year group. Foundation Stage will compile an ongoing profile for each individual child as part of their learning journey.

Monitoring and Review

This geography policy will be reviewed annually. The Governors Curriculum Committee will be informed of any significant changes in the policy for their approval. The policy is available on the school website.

This policy should be read in conjunction with the following school policies:

- Home School Agreement
- Marking and Feedback Policy
- Homework Policy
- Assessment, Recording and Reporting Policy
- Behaviour Policy
- SEN policy