



St Leonard's Church of England Primary School

Geography Policy

Date reviewed:	August 2024
Policy written by:	Tarn Pollard
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St Leonard's Church of England Primary School **Geography Policy**

This policy is intended to develop a commonly agreed and clearly understood approach to teaching Geography at St Leonard's. This will enhance the quality of teaching and learning throughout school and will ensure the participation of all our children. This teaching and learning policy is underpinned by our school's vision and values:



Intent

The importance of Geography :

At St Leonard's CE Primary School, all of our teaching and learning builds on our vision and values; Faith, Love, Learn and Flourish.

Sharing Faith and Hope : Children discover the beauty and wonder of the world around them in a range of contexts. Human and physical geographical features are revisited throughout the curriculum and there are opportunities to reflect on the impact humans have on the planet God created.

Love and Value All : Every child and family who joins St Leonard's has their own knowledge and experiences that will link to their culture and wider family. Children are encouraged to share this during Geography lessons. Through the progression of learning, children gain understanding of the variety of cultures and diversity around the world.

Learn, Remember and Do : Children benefit from a curriculum that builds on what they understand and know already. Opportunities to share individual experiences encourages a deeper love of learning for all children. We aim to enhance our children's understanding by providing them with opportunities to experience the world around them.

Aspire, Flourish and Shine : Geography modules are designed to enable all our children to access and respond to activities. These tasks can be adapted to allow all our children to flourish and aspire to be the best geographers they can be.

We recognise the importance of Geography in developing our children and aim to offer a high quality geography curriculum that enables children to develop a curiosity and fascination about the world and the people and cultures within it.

Aims of the Geography Curriculum

The national curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Our Geography curriculum follows the National Curriculum and is knowledge and vocabulary rich, ensuring children gain a deep understanding of Geographical knowledge as well as embedding key vocabulary and terminology (Tier 3 vocabulary).

Through our ambitious curriculum we aspire to provide excellent opportunities to enable our children to develop the following skills:

- **Locational Knowledge** - Children will develop a knowledge and understanding of the location of places around the globe.
- **Place Knowledge** - children will look at the similarities and differences between the United Kingdom and other places around the world. This will include the exploration of physical and human features.
- **Human and Physical Geography** - children will explore the forces that have led to the human and physical features of the world.
- **Fieldwork** - children will have the opportunity to collect and analyse data to enable them to have a deeper understanding of geographical processes.

Geography in the Early Years

In Early Years, Geography is taught through Knowledge and Understanding of the World, people and communities. The children learn about their immediate environment and are encouraged to explore changes they observe in addition to discussing similarities between where they are and places explored through provision in class. Geography is delivered by:

- talking about their lives and those of the families and people around them.
- Observing seasonal changes in the immediate environment
- explore differences between different places
- begin to explore the world through the use of high quality texts.



Key stage 1

Children will develop knowledge about the world, the United Kingdom and their locality. They will be taught basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills to enhance their locational awareness.

They will study:

- Continents and oceans, countries and capital cities of the UK and surrounding seas.
- Hot and cold locations in the world,
- Mapping and fieldwork skills
- Comparison of UK and Kenya
- Local Area Study
- Comparison of UK and Yanomami

Key Stage 2

Children will 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.

Lower Key Stage 2

They will:

- Identify and compare physical features of the UK - Contrast localities, East Anglia and Cumbria
- Counties and regions of the UK
- Use OS maps, atlases and globes to study the local area and beyond.
- Identify key features of a river.
- Understand Latitude and Longitude lines.
- Continents and their human and physical features

Upper Key Stage 2

They will study:

- Study locations around the world including biomes
- Map skills including grid references
- Comparison of Lake District, Tatra Mountains, North America and the Caribbean.
- Human Geography - economy, settlement and trade.
- Physical Geography - earthquakes and volcanoes.

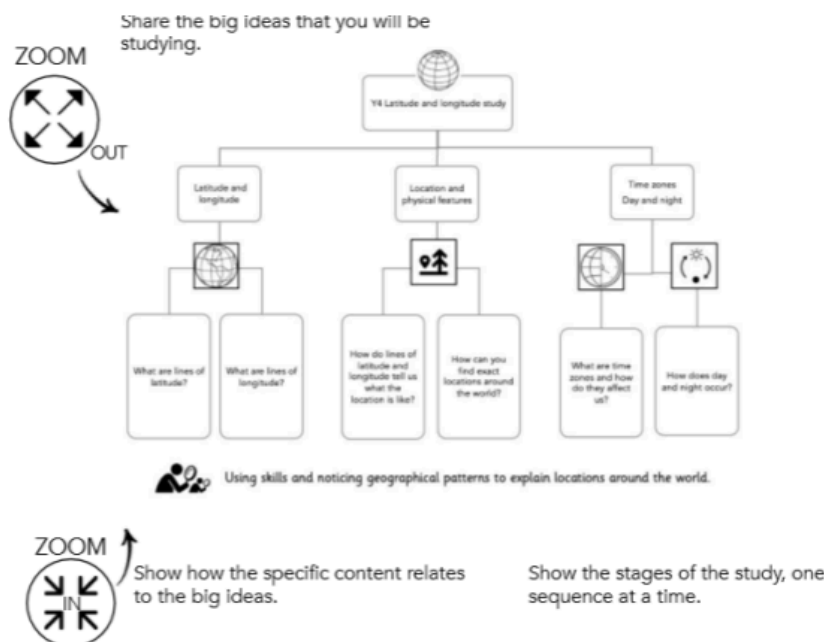


Implementation

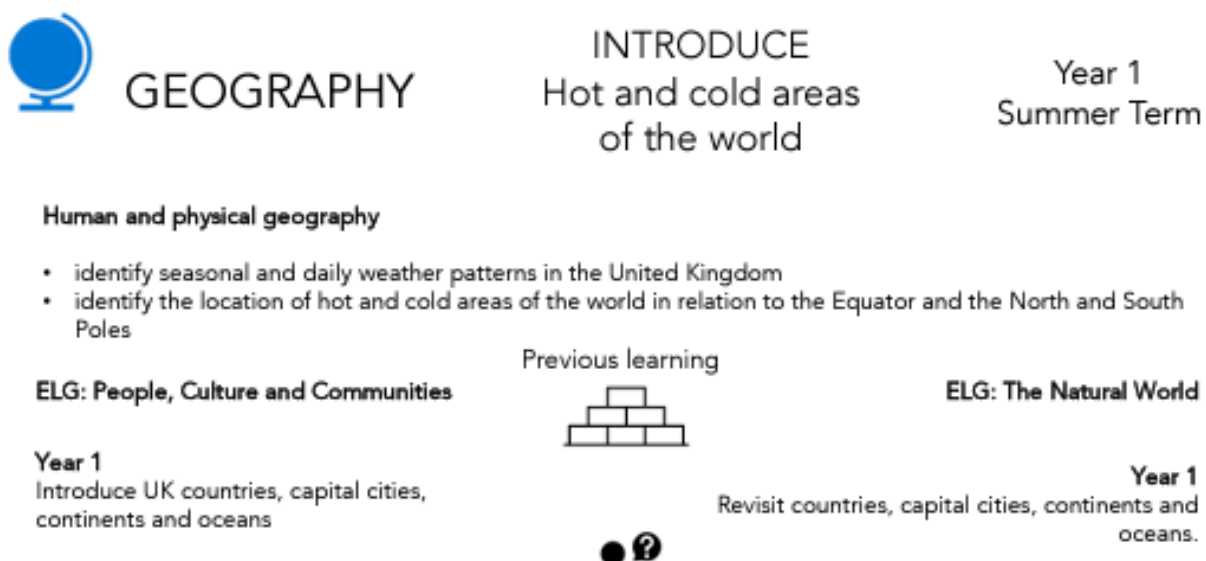
At St Leonard's CE Primary School, Geography is taught using the CUSP Curriculum materials across each year group in modules that enable pupils to study in depth key Geographical events, develop skills and explore vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better understanding and retention. Each module is sequenced to enable pupils to purposefully build on learning from previous sessions to facilitate the acquisition and retention of key Geographical knowledge and vocabulary. Modules are, at times, revisited as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information.

The Big Ideas

At St Leonard's we put an emphasis on sharing the big ideas with the children at the beginning of every module.





National Curriculum objectives and how these links to prior learning are evident at the beginning of every module.



Development of Geography skills and disciplinary knowledge

Each module is designed to enable children to develop their skills as a geographer. Skills are displayed on each of the modules for both Key Stage 1 and Key Stage 2. It is clear which of the objectives are being taught throughout a specific module which ensures full coverage and allows for skills to be built upon.

Subject concepts (skills)

Place and location	Compare and contrast
 <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 	<ul style="list-style-type: none"> 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. 

Example of skills in Year 1, Continents and Oceans and UK.

Cumulative Quizzing Model (Supporting Cognitive Load)

Children are given opportunities to retrieve their knowledge at regular intervals throughout the unit through a 'teach – test – teach – test' model. The aim of this model is to reinforce and revisit previously taught knowledge and vocabulary. Tests may be paper based or delivered electronically. Prior learning will be revisited at the start of every lesson, checking the retention of previous lessons.

Sample of module sequence and cumulative quizzing overview

Suggested lesson	Learning question	Cumulative quiz
1	What are the 8 points on the compass? <ul style="list-style-type: none"> Know that North is an important cardinal point on a compass – all OS maps displayed facing North. Use 8 points of a compass to locate human and physical features in the locality. 	1 - 5
2	Where are the physical and human features located in this place? <ul style="list-style-type: none"> Know how a compass helps explain the location of human and physical features in this place. 	



5. Select the intercardinal points on a compass.
(CHOOSE 4)
- (A) North.
(B) South.
(C) South West.
(D) North East.
(E) East.
(F) West.
(G) South East.
(H) North West.
6. A field is a **physical feature**.
(T) True
(F) False
7. A river is a **human feature**.
(T) True
(F) False
8. Which word describes the location where a few or many thousands of people live?
(A) Recreation.
(B) Settlement.
(C) Trade.
(D) Travel.



All Geography lessons will incorporate the following elements:

- Explicit teaching of vocabulary
- Revisiting of prior learning
- Use of Geography vocabulary in learning
- Reading
- Opportunity to develop skills (Locational Knowledge/ Place knowledge/ Human and physical geography and fieldwork).
- Evidence of learning in pupil's books

Discrete and explicit teaching of vocabulary







EYFS

At St Leonard's, we want our children to have an expansive vocabulary and through teacher modelling and planning, children are given opportunity to use and apply appropriate vocabulary. Geographical language is taught and built upon with vocabulary being a focus.

Vocabulary modules in Years 1 - 6

Vocabulary instruction is at the heart of the curriculum and subject specific words are incorporated in each module. Children are given the opportunity to use and apply the learned vocabulary and it is taught using dual coding methods to embed the new knowledge.

Year 1 Hot and cold locations Vocabulary Unit.

T3 Subject specific vocabulary for this study			
KNOW	LINK	ANALYSE	Use and apply in a sentence
continent			
ocean			
polar			
equator			
temperate			
compass			



Y1 Hot and cold locations

Vocabulary Essentials: Teacher Guide

Prior vocabulary knowledge	
Words I should know	Roots, prefixes, suffixes and spelling rules
cloud, mountain, sea, extreme, huge	

Vocabulary for explicit instruction

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
location	a place where something is located	continent	a continuous expanse of land
moist	slightly wet; damp	ocean	a vast expanse of salt water
misty	indistinct or unclear	polar	relating to the North or South Poles
scorched	dried out and withered as a result of extreme heat	equator	an imaginary line around the Earth at an equal distance from the North and South Poles
freezing	having a temperature below 0°C	temperate	having a mild temperature without extremes of heat or cold
tropical	very hot and humid	compass	an instrument for finding direction, with a needle that always points to the north

Etymology and morphology for explicit instruction

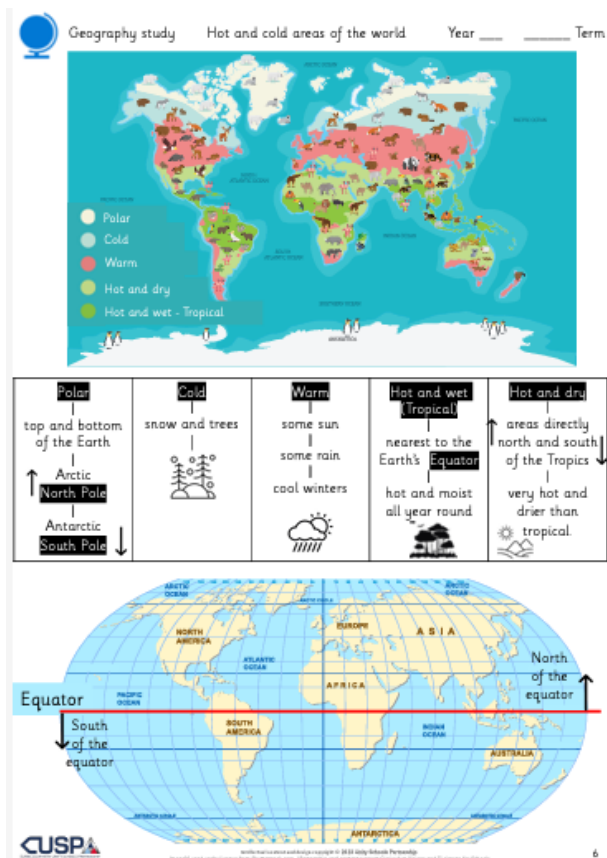
Prefix / Suffix / Root	Meaning	Examples
un-	not	unhappy, unlike
loc	place	local, locality, location
equi	equal to, the same	equivalent, equilateral, equinox, equality
con	together/with	connect, conversation, concern

Relevant idioms and colloquialisms

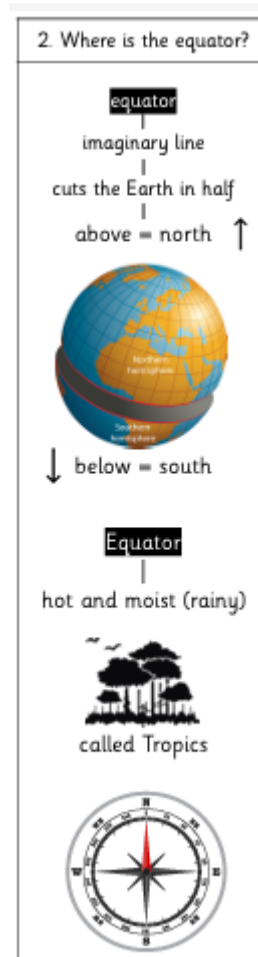
drop in the ocean	a small amount compared to what is expected
under the weather	feeling ill or unwell Of nautical origins. When a sailor felt unwell he would be sent below decks to recover, being kept out of the weather.

Knowledge organisers and Knowledge Notes

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge notes are the elaboration and detail which help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood. Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall. Knowledge Organisers and Knowledge Notes are referenced throughout each module.



Year 1 Hot and cold locations Knowledge Organiser and associated Knowledge Notes.



SEND and Geography

At St Leonard's we aim for all Geography lessons and learning questions to be accessible to all pupils. Pre-teaching of key Geography vocabulary provides every child with the opportunity to demonstrate an understanding of subject specific language. The use of dual coded Knowledge Notes and Organisers provide visuals to aid understanding and recall. In addition, knowledge notes are utilised in all lessons to minimise cognitive overload, so children can use and apply their knowledge more easily. Sentence stems can be used where necessary to aid with written evidence.

Reading

Our Geography curriculum is supported by a quality texts which support pupil's learning and develop their skills in accessing information from a range of sources.

Oracy

When discussing their findings or presenting information, pupils are encouraged to speak using full sentences and incorporating key Geographical vocabulary. This is modelled by teachers e.g. using my turn, your turn.

Writing

Pupils are expected to write across all areas of the curriculum with teachers modelling how to write.

Impact

In ensuring high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Planning for Geography is a process in which all teachers are involved to ensure that the school gives full coverage of "The National Curriculum programmes of study for Geography 2014" through the use of the CUSP curriculum. The teaching of Geography at St Leonard's CE Primary School involves adapting and extending the curriculum to meet all pupils' needs.

In KS1 and LKS2 there is a rolling 2-year programme in place due to the mixed year class teaching. UKS2 classes are not mixed and follow the modules of the year group. The structure of the curriculum ensures progression between year groups.

How do we document learning, monitor progress and achievement against aims and curriculum intent?

Children are expected to record learning in their exercise books in almost all lessons. This may take the form of writing, mind maps, pictures etc and will involve students answering specific questions. This work in books should take into account the school's presentation rules and minimum expectations.

During lessons, teachers may use discussion to support children in self-assessing their work and they may be asked to edit and improve their work during this time.

In the Early Years, assessment is made by teacher questioning and observation on a continuous basis.

During each individual lesson, teachers will use the school's marking policy in order that they can assess progress against the lessons objectives. This also takes into account how far students have used the minimum expectations set out in this policy. By the end of the lesson, staff are expected to know whether students have achieved the objective and teaching in the next lesson will be adapted if needed to ensure that understanding is complete, and any misconceptions have been addressed.

Pupil Book Studies

Pupil Book Study includes groups of children discussing their work and understanding. It provides an opportunity for children to share their knowledge by talking through the journey of their learning. This in turn enables leaders to assess the effectiveness of teaching and learning.

