BEENHAM PRIMARY SCHOOL – Curriculum policy

Geography



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| **RESPONSIBLE COMITTEE** | Non-statutory | |
| **CURRICULUM CO-ORDINATOR** | Headteacher | |
| **CURRICULUM INTENT** | At Beenham Primary school, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.  The geography curriculum at Beenham Primary School enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills.  We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.  The curriculum is designed develop knowledge and skills that are progressive, as well as transferable, throughout their time at Beenham rimary and also to their further education and beyond. | |
| **CURRICULUM IMPLEMENTATION** | Geography at Beenham Primary School is taught in blocks throughout the year, so that children can achieve depth in their learning.  Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school.  At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children’s different starting points.  Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion.  Cross curricular outcomes in geography are specifically planned for, with strong links between geography and morning literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. | |
| **CURRICULUM IMPACT** | Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children’s acquisition of identified key knowledge.  Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary.  Children also 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.  Children are able to learn about careers related to geography from member of the local and wider community with specialist skills and knowledge, ensuring that they are well prepared for the next steps of their education. | |
| **FURTHER DETAILS CONTAIND IN DOCUMENTS** | Teaching for learning policy  Marking and feedback policy  Assessment policy | |
| **Date REVIEWED: Autumn 2020** | | **Next Review Date: AUTUMN 2022** |

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1. ***Teaching and Learning***

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world.

As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence.

Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other.

Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

The learning intention for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson through the use of success criteria.

Teaching and learning in geography is supported by a wealth of resources, including specific online platforms, such as Oddizi and access to the Hamilton scheme and the Cornerstones curriculum. The school also accesses workshops of a geographical nature as well as exposing to wow visits to geographically focused settings.

Outdoor learning is planned for and progressive throughout the school and programmes of work are embedded with key knowledge, which itself has been mapped, along with key skills, to support affective assessment and ensure progression across the school.

1. ***Assessment***

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

Key geographical knowledge is taught to enable and promote the development of children’s geographical skills.

Assessment is supported by use of the following strategies:

● Observing children at work, individually, in pairs, in a group and in class during whole class teaching.

● Using differentiated, open-ended questions that require children to explain and unpick their understanding.

● Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.

● Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

● Use of the ‘what I know already, what I want to know and what I have learnt’ (KWL) strategy throughout a unit, alongside specific and measurable LIs for each lesson with child and teacher review of the agreed success criteria.

***3. Planning and Resources***

Geography resources are stored centrally in the Resource Room and are organised into topic themes, which are clearly labelled.

The library contains an extensive supply of geography topic books to support children’s individual research. We also have a Creative Curriculum budget that teachers may buy books that their class will need for a history topic.

Children can also use ICT resources, remotely enabling parents to become involved in their child’s learning. The school’s subscription to the Oddizzi platform supports a meaningful cross-curricular link with computing.

Planning is achieved collaboratively within a whole school topic umbrella approach and plans are saved electronically for ease of access.

Class teachers are encouraged to have a topic table/display board where books and other artefacts are displayed and easily accessible for children.

Teachers identify the key knowledge that is being taught, as well as the skills that are being developed across each topic, and these are recorded in their medium term plans.

These are also explicitly outlined on each topic overview, which makes explicit links to the national curriculum 2014. Key vocabulary is also identified, as well as how consideration to the school’s context has informed the programme of study.

Cross curricular outcomes are also identified prior to teaching and these are evidenced through outcomes of work, as well as being stated explicitly in planning. Topic overviews are published on the school website.

1. ***Organisation***

At Beenham Primary, we follow a blocked curriculum approach to learning, which means that pupils study a geography topic for a blocked period of weeks, each term in the afternoons, rather than having one lesson per week. This allows children to enhance their knowledge of geography and develop related 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.

* 1. ***EYFS***

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed according to the Development Matters Attainment targets.

***4.2 KS1 and KS2***

During Key Stage 1 pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world.

They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

During Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their local area. 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.

Children will develop their locational knowledge; they will learn to name and locate the world’s seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They will also develop a greater understanding of place by comparing the 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. The specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In addition to developing children’s locational and place knowledge, they will have the opportunity to learn about human and physical geography. During this study, they will 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.

They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

Children will develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

During Key Stage 2 Pupils extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world’s most significant human and physical features.

They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. They extend their locational knowledge when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns.

This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

They will build on their understanding of place by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America. As in Key Stage 1, the specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In Key stage 2 human and physical geography knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.)

Children will continue to develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also 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.

1. ***Equal Opportunities***

At Beenham Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability.

Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

1. ***Inclusion (eg EAL/SEN/PPG/Provision for HA)***

All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school’s inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners.

The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Through the use of KWL, teaching takes account of children’s own interests to ensure topic relevance to all individual learners.

Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging history curriculum.

1. ***Role of the Subject Leader***

The coordinator’s responsibilities are:

● Ensure a high profile of the subject

● Ensure a full range of relevant and effective resources are available to enhance and support learning.

● Model the teaching of geography

● Ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.

● Monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by the Head

● Monitor planning and oversee the teaching of history

● Lead further improvement in and development of the subject as informed by effective subject overview

● Ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment

● Ensure that the history curriculum takes account of the school’s context, promotes children’s pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum

● Ensure that approaches are informed by and in line with current identified good practice and pedagogy

***8. Parents (Including Homework)***

We, at Beenham Primary. actively encourage the involvement of families and the wider community to help support the teaching of history.

Parents and carers are involved with supporting their children with topic- based homework. Geography homework tasks are well communicated and have a clear purpose, often providing

1. ***Geography unit teaching cycle (2020 – 2022) - see appendix 1 on page 8 for curriculum map***

***Appendix 1***

***Geography unit teaching cycle (2020 – 2022)***

Cornerstones subject support materials are listed in red on the planner.

Hamilton subject support materials are listed in blue.

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|  | **CYCLE A – 2021/2022** | | | | | |
|  | **Autumn term** | | **Spring term** | | **Summer term** | |
|  | **Main focus** | **Relevance focus** | **Main focus** | **Relevance focus** | **Main focus** | **Relevance focus** |
| **Whole school topic umbrella** | **Meet the artists** | | **Our GREAT Britain** | | **Street Detectives** | |
| **Years 1 and 2** |  |  |  | *Physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.*  *Bright lights, big city* | *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*  **Study of Beenham . . . compare with Australia by making links with JG.**  *-Local Studies: Our School and Local Area*  *- Street Detectives*  *Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map*  *Use aerial photographs and plan perspectives to organise 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.*  *-Local Studies: Our School and Local Area*  *- Street Detectives* |  |
| **Years 3 and 4** |  | 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  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.  *-Urban Pioneers* |  | *Locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities*  **Identify Italy on a world map and locate Rome.**  **Make a street map of Rome that identifies the human characteristics of the city.**  *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.*  **Locate Saxon towns and villages in Great Britain.** | *Describe and understand key aspects of human geography in Beenham, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water* |  |
| **Years 5 and 6** |  |  |  | *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.*  **Good castle locations**  *– Battle of Hastings*  *1066* | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Beenham), a region in a European country, and a region in North or South America  *-Time Traveller*  *-Hola Mexico*  *-Maya*  **Compare farming in Beenham with North America and South America and Jersey.**  *-Sow, grow and farm* |  |
|  | **CYCLE B – 2020/2021** | | | | | |
|  | **Autumn term** | | **Spring term** | | **Summer term** | |
|  | **Main focus** | **Relevance focus** | **Main focus** | **Relevance focus** | **Main focus** | **Relevance focus** |
| **Whole school topic umbrella** | **We are technologists!** | | **A journey through time and magic** | | **Tokyo 2021** | |
| **Years 1 and 2** |  |  |  | Royal Residences  *Name, locate and explain the significance of a place.*  Name, locate and explain the significance of a place.  *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.*  Fantasy maps  *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*. |  |  |
| **Years 3 and 4** |  |  |  |  |  | *Rivers and mountains*  Children learn about about the human and physical features of mountain environments, developing their knowledge of mountain formation, settlement, climate zones and the water cycle.  *-Misty Mountain, winding River*  *-Vista*  *-Mountains , rivers and oceans*  Volcanoes in Japan  *-Tremors* |
| **Years 5 and 6** |  |  |  | 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.  *-Alchemy Island* |  |  |