



Geography Policy

2022

Our Mission:

'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.





St. Lawrence Primary School



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As a Rights Respecting School, our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Articles from the UNCRC which are directly linked to the PSHE curriculum at St. Lawrence School:

Article 2

All children have these rights, no matter who they are. No child should be treated unfairly on any basis.

Article 7

You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).



Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 36

You have the right to protection from any kind of exploitation (being taken advantage of).

As Duty Bearers, it is our responsibility to teach children their rights. This is done predominantly through PSHE sessions. Children learn about their rights, through their rights and for their rights. Staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability.



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Mission

To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever-changing world.

Ethos and beliefs

School should be about empowering children to be successful in an ever-changing world. By providing rich and memorable learning experiences and engaging our children through hands on activities, we support the development of their skills as well as their knowledge and understanding.

Purpose

The Geography curriculum is designed to give all students the confidence and experience to help inform and shape ideas; investigating human and physical strands of the multi-faceted subject. This will enable students to become global citizens, have the cultural literacy to be role models for the future and set a trail for others to emulate.

Geography offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum.

Aims and Objectives

The Jersey 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 and aerial photographs.
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



Through our geography teaching we aim to:

- equip children to use themselves as starting points for learning about geography, and to build on their enthusiasm and natural sense of wonder about the world.
- inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- help pupils deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- develop geographical knowledge, understanding and skills to provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and changed over time.
- enable children to develop their skills of co-operation through working with others.
- encourage and enable pupils to be creative in their approach to geography
- raise standards of achievement and attainment in geography.
- encourage children to persevere.

Teaching Methods

A range of teaching methods ensure that the needs of different learning styles are met. This enables children to access a range of resources to develop their geographical knowledge and understanding.

Teachers utilise many different techniques such as:

- Knowledge provided by the teacher.
- Use of the school grounds and local area for fieldwork.
- Individual and group enquiry.
- Use of atlases, maps, books, leaflets, photographs and videos.
- Use of ICT to aid research and for use of maps.
- Role play and drama-based activities.
- Using outside speakers.
- Creative activities such as building models, creating maps and aerial views using different materials and showing routes.
- Visits to places to support a topic and development of skills, where possible.



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- An enquiry approach should be adopted whereby children are encouraged to ask geographical questions to find the answers they need or to use resources provided to investigate further and find out.

Planning

The long and medium term Geography planning can be found in Teacher shared. It is the role of the Geography leader to review the long-term plan, which is reviewed annually.

The requirements in the long-term plan are taken from each year group's projects and the Geography Jersey Curriculum.

It is the responsibility of the class teachers to generate the medium term plan and weekly plans, which are in line with the long term planning requirements and therefore have clear learning objectives. It is the role of the Geography leader to monitor and advise teachers on medium planning giving feedback and assistance where necessary.

Marking/ Assessment

Marking of the children's work is completed in line with the school's marking policy. It is also the responsibility of the class teacher to maintain an overview of each child's progress in Geography. A variety of strategies including observations, taking photographs, questioning, discussion and marking are used to formatively assess progress against the learnt objectives. This information is used to identify what is taught next.

Teaching of Geography

To provide adequate time for developing geography, skills and understanding, each teacher provides 18 hours per year to the teaching of Geography. This is usually delivered 1 hour per week for ½ a term. The skills learned in Geography bridges the curriculum from the physical process in Science, creativity in English to the quantitative skills of Mathematics.

Health and Safety

Appropriate risk assessments are completed before every trip whether local or further afield.

Resources

Resources are kept in the relevant classrooms. All staff members are responsible for collecting and returning necessary items to the correct classroom to ensure that resources are easy for all staff to find.

Equal opportunities



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All children at St. Lawrence School are given equal opportunities in all areas of Geography. We are committed to providing all children with an equal entitlement to Geography activities and opportunities regardless of race, gender, culture or class.

Coverage

Early Years

Geography is taught in Reception as an integral part of the topic work through child-initiated and adult led activities.

We aim to capture pupils interest in the local environment and use appropriate vocabulary to describe observations and express opinions, to raise awareness of other environments through stories, visits, photographs, ICT and artefacts.

Children:

- observe, find out about, and identify features in the place they live and the natural world;
- begin to explore their own cultures and beliefs and those of other people;
- find out about their environment and talk about those features they like and dislike.

Key Stage 1

Pupils should:

- develop knowledge about the world, the United Kingdom, the Channel Islands and Jersey and their locality;
- understand basic subject-specific vocabulary relating to human and physical geography;
- 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 Jersey, its parishes and main settlements, the other Channel Islands and the surrounding waters.

Place knowledge



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- understand geographical similarities and differences through studying the human and physical geography of Jersey, and of a small area in a contrasting country.

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and Jersey. 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, reservoir and shop.

Geographical skills and fieldwork

- use world maps, atlases and globes to identify Jersey and the Channel Islands together with their position in relation to the United Kingdom and its countries, France, and 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
- develop their use of geographical knowledge, understanding and skills to enhance their locational and environmental knowledge.

Pupils should be taught to:



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Locational knowledge

- locate the world's countries, using maps to focus on the United Kingdom and the Channel Islands, 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 Jersey, a region of the United Kingdom, a region in a European country, and a region within one other continent

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, coasts including tides, 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.



SMSC in Geography

Spiritual

At St Lawrence Primary, *Geography* inspires awe and wonder at the natural world: both at the physical and human features. It also inspires wonder of the natural environment such as rivers, mountains, hills, volcanoes and the effect of weather and climate. It also includes the effect that the environment continues to have on settlement and peoples' daily lives.

Moral

At St Lawrence Primary, *Geography* provides opportunities for students to recognise that development takes place within a global context, and that local decisions affect and are affected by decisions and processes in other countries, for example river pollution. Issues of justice, fairness and democracy are central and can be debated in terms of students' own experiences, as well as using geographical issues as contexts.



Social

At St Lawrence Primary, *Geography* involves the study of real people in different societies. In looking at their own locality and others in the world, students' sense of identity and community can be strengthened.

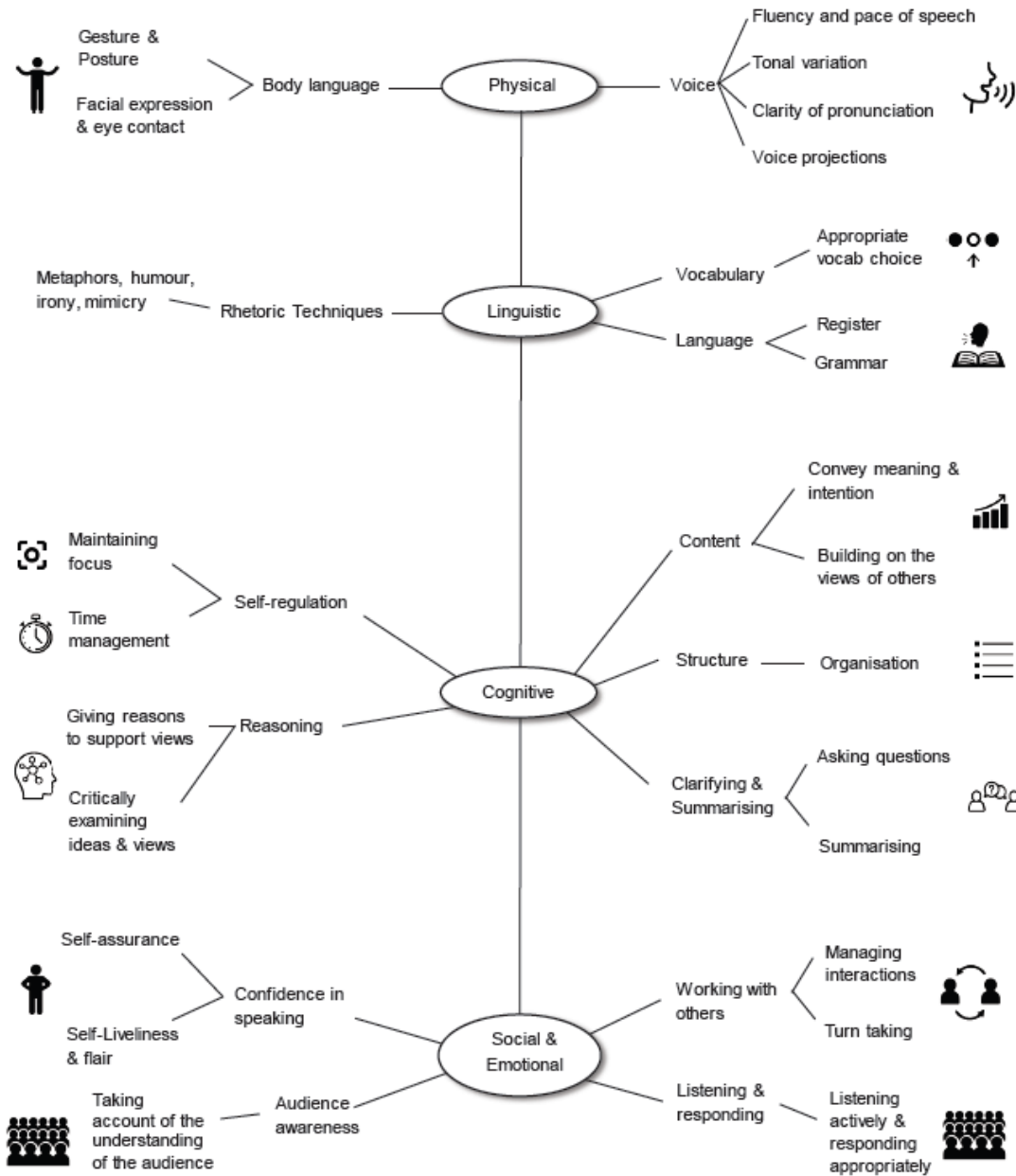
Cultural

At St Lawrence Primary, cultural education in *Geography* involves the study of real people in real places in the present. It provides opportunities for multi-cultural education through recognising diversity and commonalities. It also encourages students' to reflect on their own personal reality of sense of space.

Oracy Graphic Organiser



“Get talking in class”



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Sentence Stems for giving feedback

Praise: What have they done well?

Be Specific

Give an example

Why was it good?

- | | |
|---|---|
| <ul style="list-style-type: none"> • Because you have... • Your work has had the effect of... • You have improved how... • I notice that you... • This means that... | <ul style="list-style-type: none"> • When you... it made me... • Your use of... in order to... • I enjoyed the part where... • The part where you... has had the effect of... |
|---|---|

Enhance: What do they need to do to improve?

Be specific

Give an example

Why will it enhance their learning?

Checking for Understanding	Reshaping and Extending Learning
<ul style="list-style-type: none"> • Why did you choose to...? • Can you explain how...? • Prove to me how you came to this conclusion by using... • What effect did ... have on ... 	<ul style="list-style-type: none"> • I've noticed that you haven't... • Can you prove...? • Could you have included...? • Where else could you use... in your learning? • In order to improve your learning, you need to...

Respond: Show that you understand

Read what you could have done better

Correct the mistake

Show how you now understand

- | | |
|---|--|
| <ul style="list-style-type: none"> • Thank you, I agree that...because... • I can see why you've said that... • I actually disagree with you because... • I have now... the effect this has had is... | <ul style="list-style-type: none"> • Now that I've had time to reflect... • I agree with your comment that... because... • Now that you've pointed it out... • You've helped me to understand... |
|---|--|



Tiered Vocabulary Wall- A way to organise our words.

Tiered Vocabulary Walls are a way of organising words. The aim of using Tiered Vocabulary Walls is to increase the amount of Tier 2 and Tier 3 words which children hear and use themselves. Tier 2 and Tier 3 words make the most impact on our vocabulary and on our learning. These words need direct teaching in order for them to be understood and used.

Tier 3	<u>Subject specific words:</u> These will be rare and will be heard within particular contexts or subject areas. These will need direct teaching, such as: <i>estuary, alliteration, igneous...</i>
Tier 2	<u>Focus words:</u> These will be common words that are found across subjects. These will need direct teaching, such as: <i>contradict, circumstance, precede, retrospect...</i>
Tier 1	<u>Everyday words:</u> These will be basic, everyday words which will be used from an early age. These will be used freely in speech, such as: <i>warm, dog, tired, run, table, flower....</i>

For example, Tiered Vocabulary for weather could look like:

Tier 3: barometer, isobar, celsius, tsunami

Tier 2: predict, forecast, breeze, shower, pressure

Tier 1: sun, cloud, rain, cold, warm, wind



Talking like a Geographer Sentence Stems



- It is similar because...
- It is different because...
- *How has...changed?*

- I know that... because I have observed...
- I believe there is a pattern of...
- A sustainable solution would be...
- An economic problem would be...
- Environmentally, the project is a bad idea because...
- *How has this influenced this culture?*

- The primary impacts of the disaster were...
- The social impact of... was....
- To ensure that we help countries develop...
- The development of a country can be measured by...
- The poverty cycle means that...
- The main advantages / disadvantages are...
- To move away from an unsustainable future...
- *How has this event impacted globally?*

- I have considered the viewpoints, yet I am confident that...
- If you read the statistics, you can infer that...
- It is thought that the main cause of... was... and ...
- By looking at the national / local impacts, I can conclude...
- It is clear that the following factors have contributed to...
- The effect on the infrastructure is...
- *Why is it important to understand traditional/ modern concepts through time?*



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Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	Nov 2022	Katie Riddell	Draft	Whole staff	Whole staff	March 2023
0.2	April 24	Katie Riddell	Oracy	Whole staff	Whole staff	April 24
0.3						