



Overton St Helen's CE Primary School

Surrounded by God, we inspire hearts and minds through learning, faith and love.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven' (Matthew 5: 16)

GEOGRAPHY POLICY

School Vision

We encourage children to be respectful, forgiving and compassionate. We are a nurturing, inclusive and safe community built on Christians Values that inspire positive trusting relationships between school, families and the wider world.

We aim high, engaging children in a dynamic and diverse curriculum with opportunities and experiences that allow them to excel, through discovering their unique talents, relishing challenges with courage and perseverance, knowing that God is with them.

INTENT

Rationale

At Overton St. Helen's we teach our children to be respectful, forgiving and compassionate through our Geography curriculum. We ensure our pupils are equipped to understand the world around them; its impact on our current lives and to be prepared for their future lives. We support pupils to appreciate the amazing, monumental human and physical processes and also to understand and ask questions about our Geography.

Through the development of pupil's knowledge, skills and questioning we will create skilful, effective geographers.

This vision is achieved by:

- A curriculum that builds on an understanding of place
- A curriculum that promotes children's curiosity and a desire to ask questions
- A curriculum that develops an appreciation of the influences of human and physical processes
- A curriculum which is rooted in place-based learning
- Building up children's skills within Geography so they develop an enquiring nature and an ability to use evidence and make deductions from it

Aims and Objectives

The aim of Overton St. Helen's Primary School is for all our pupils to:

- have a deep contextual understanding of the location of globally significant places – both terrestrial and marine at a local, national and international level and make links between physical and human processes.
- Understand the processes that give rise to key physical and human geographical features of the world and how these are independent and bring about change over time.
- celebrate the richness of our location by putting a spotlight on Overton, Heysham and Morecambe and ask what key physical and human geographical features can be seen, experienced and understood.
- use fieldwork to bring deepen understanding of geographical processes

Our teaching of Geography builds up the children’s understanding of place and ensures we create educated pupils with *“...a curiosity and fascination about the world and its people that will remain with them for the rest of their lives”* (National Curriculum, 2014). #

The Morecambe Bay Curriculum Lens

The Morecambe Bay Curriculum is a co-produced approach to learning that focusses on ambitious and highly relevant themes of social and environmental sustainability and positive change. It is supported by Eden Learning and is complementary to the future installation of Eden Project North in the town of Morecambe.

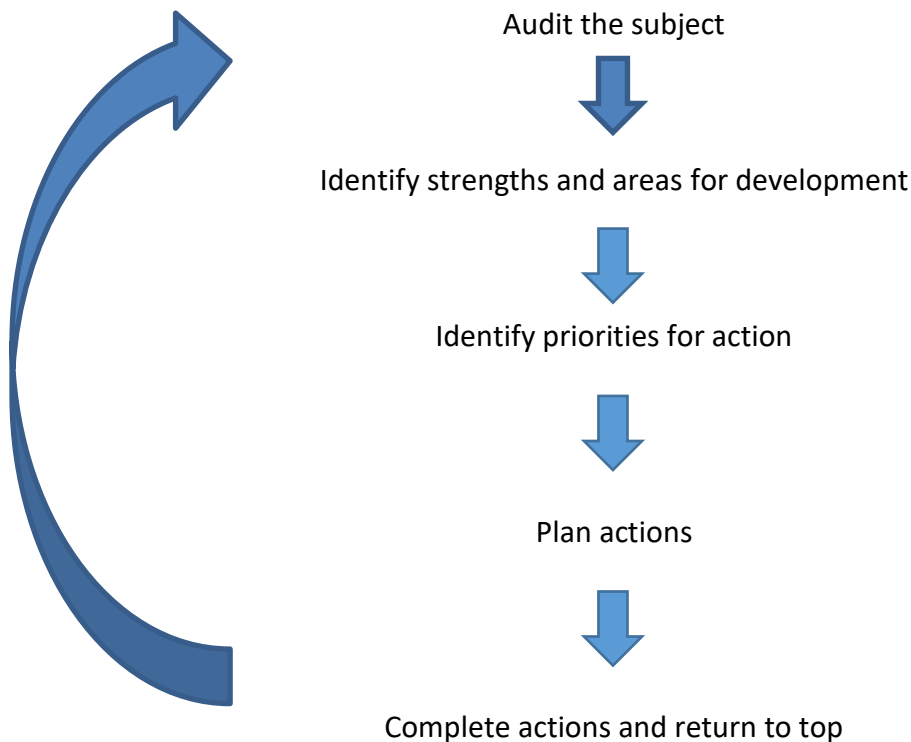
Being a school located in the area of Morecambe Bay, we seek to incorporate Morecambe Bay Curriculum principles into our own approach to the National Curriculum. We nurture a deeper, richer understanding of our unique location and develop skills and knowledge that children need to become advocates and active contributors to the local community, by creating opportunities for place-based learning projects that respond to real-life challenges or issues.

Learning in Geography will include projects that are inquiry based, experiential, situated and outdoors, immersive and that also follow relevant lines of curiosity.

Role of Subject Leader

The Geography Subject Leader is responsible for:

- Ensuring progression and continuity through and across the Key Stages.
- Motivating and supporting colleagues in the implementation of their planning and providing guidance on where to find suitable resources for each unit of work – including fieldwork visits, local support groups, geographical resources
- Monitoring progress and standards within Geography, identifying strengths, weaknesses and priorities for development.
- Keeping up to date with the developments in Geography and cascading this information to colleagues
- Liaise with the delegated governor and report to the Curriculum Lead and Head teacher through action planning, subject discussions and staff meetings



IMPLEMENTATION

EYFS

The EYFS curriculum forms a strong foundation for the future learning within Geography. This includes vocabulary development and a developing sense of wonder about the world around them. All areas of the EYFS curriculum support the development of a strong geographical foundation. Refer to the appendix for a clear overview of Geography across the EYFS curriculum.

KS1 and KS2

The teaching of Geography focuses on the key skills and intent set out in the National Curriculum (2014).

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Approaches to learning

Within the teaching of Geography a variety of teaching strategies are employed to ensure all learners are included and able to be active learners. These strategies include whole class, ability and mixed ability groupings and pairings.

Geography forms a key part of the creative cross-curricular approach adopted at Overton St. Helen's C of E Primary School. Clear, purposeful links are made where appropriate to other subjects to make learning meaningful and relevant to the children, strengthening the children's understanding of geography within a wider content; and creating connections in their learning.

These will include:

English – age appropriate, high quality texts – non-fiction and fiction; books which develop understanding of life in this country and other countries through fiction and non-fiction texts

Maths – application of mathematical skills within the geography curriculum

History – understanding of place and movement of people over time; ancient maps and understanding why maps have changed over time; study of significant explorers in history and their journeys in the world

RE – geographical development of belief systems; understanding how Christianity became a world religion

Science – how new evidence changed peoples understanding and ideas about geographical processes

Art – fieldwork skills – observation, sketching; comparing human and physical processes in art

DT – significant technological advancements and their application to geographical processes;

Music – listening to music from different countries; studying significant musicians from different countries

Computing – research, maps, GPS

Languages – place names and words used. The influence of migration on languages. Significant geographical figures from the country of study.

PE – impact of geography on performance; traditional dance

PSHE – social interaction and global interdependence.

Where appropriate, links will be made to maps within class and significant locations added to class displays.

- Fieldwork to deepen understanding of geographical processes. The children will have access to a wide range of fieldwork experiences during their time at Overton St. Helen's. They will be taught about how to collect, analyse and communicate their finding.
- Within each class we display maps and/or globes to develop understanding of place within the world. In EYFS and KS1 children will have access to globes so they can ask questions about the world.
- Where possible, maps will be incorporated into displays to deepen place based learning in all subjects and develop the interconnectivity of geography within our lives and other subject areas.
- At Overton St. Helen's we provide a 'menu' of homework activities. Each term there will be a geographical aspect included within the menu. This allows parents to know which locations the children will be covering and broadens their family discussions and experiences outside of the school day.

Planning

Long term plan

At Overton St. Helen's C of E we have developed a clear program of study which takes into account the uniqueness of our KS2 children and their journey through Overton St. Helen's Primary School. In EYFS and Key Stage one we have an annual overview but due to the mixed age classes within our Key Stage 2 classes we run a two year rolling programme. This ensures we meet the requirements of the National Curriculum and provide a curriculum which develops a strong sense of place. The rolling programme is attached within the appendix.

Medium term plan

Medium term planning is developed by the class teacher and ensures geographical understanding, clear lines of geographical enquiry through questioning, key vocabulary development and geographical skills development are planned for (see medium term plan document). A communication outcome is also planned for each unit.

Resources

We will ensure our pupils have access to maps and resources through a range of ways including:

- The Geographical Association
- Digimaps
- Google Earth
- Web links (see appendix)

Equal Opportunities

At Overton St. Helen's C of E Primary School we provide a broad and balanced curriculum for all our pupils so that they all make progress. Learning challenges are matched to the needs of all the children including children with SEND, AGT and PP.

IMPACT

Success Criteria

Our Geography curriculum will be successful because:

- Children show enthusiasm and interest in the world
- Children are proud of the human and physical features of Overton, Heysham, Morecambe, Morecambe Bay and Lancashire
- Children demonstrate an increasing knowledge of geographical processes and can make links between human and physical processes
- Children understand place through using and creating maps
- Children can carry out fieldwork to answer questions and interpret their findings
- Children can communicate their findings in a range of ways to engage the audience for their line of enquiry
- Moderated work relates to Key Learning in Geography (see appendix)

Assessment and Record Keeping

- Evidence of children's work will be recorded in the children's own books, on video, in photographs, posters, displays or as models- It is also important to draw on the verbal skills of the children, encouraging description, explanation, questioning and opinion.
- A portfolio of work will be collated by the Subject Leader to show progression and evidence of work across the school. This will be added to after each area of geography has been studied and will be the joint responsibility of the class teacher and the subject leader.
- At the end of each academic year the children's summative assessments will be recorded on the school's assessment tracker. Children will be tracked as either:
Developing (working towards the expected standard for their year group but not achieved in relation to the assessment criteria for Geography)
Secure (working at the expected standard for their year group in relation to the assessment criteria for Geography)

Greater depth (children are showing higher level skills in their explanations and reasoning, application of knowledge, following their own line of research/enquiry, making links within geography and other subjects, and questioning skills)

Reporting to Parents

Information on children's progress in Geography will be communicated home at Parent's Evenings and in a written report at the end of each year. Learning within the classroom will also be shared via the school's Facebook page and school website.

Date of policy: July 2021

Next review date: September 2023

Appendix:

Long term plan – Program of study

EYFS overview of geography

Example of place based learning from the Morecambe Bay Curriculum

Medium term planning document (blank)

KLIP's assessment criteria for Geography

Vocabulary progression sheet