

OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL



School **Curriculum Policy and Subject Guidance** for

GEOGRAPHY

(2021/22)

Curriculum Leader: Miss Helen Townson

Our School Vision

"We want our school to be a safe, secure and exciting place to learn and grow in Christ. A place where children, staff, families and governors work closely together to answer Christ's call."

Our Catholic School community works with a Christian purpose:

- To promote an enthusiasm for enjoyment of learning
- To provide a broad and well-balanced curriculum
- To challenge the children to reach their full potential
- To learn about God and his creation
- To answer Christ's call through our love for each other
- To foster in children independence and a sense of responsibility.

"For you are precious in my eyes"
(Isaiah 43)

Contents of this Policy

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CURRICULUM AIMS/INTENTION:

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps. We are committed to providing all children with learning opportunities to engage in geography.

Geography is about our world past, present and future. A topical and emotive subject that deals with real issues. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions and learn tolerance and understanding of other people and environments. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data.

The teaching of Geography needs to acknowledge the future of our planet. Great importance is placed on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives.'

(DfE, 2013)

Through Geography at Our Lady of Lourdes, we aim for all children to learn to:

- Make sense of the fast-changing world in which we live and their own surroundings through learning about their own locality and the interaction between people and the environment.
- Develop a sense of place, belonging, identity, purpose, commitment, curiosity and wonder at the beauty of the world around them.
- Increase knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- Investigate physical and human patterns to stimulate interest in their surroundings and develop a knowledge and understanding of the physical and human processes, which shape places and our world.
- Investigate environmental perceptions, change, stewardship and sustainable futures. Encouraging in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- Fully participate in local to global affairs.
- Develop and apply the geographical skills, including how to use, draw and interpret maps of different scales and for a range of purposes, and the vocabulary necessary to carry out effective geographical enquiry.

- Apply map-reading skills to globes and atlas maps with a range of scales and types including the use of Geographical Information Systems such as Google maps, and identify geographical features.
- Formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- Work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

EARLY YEARS FOUNDATION STAGE:

Geography is taught in the EYFS as an integral part of the topic work covered during the year. Children are encouraged to investigate through practical experience; teachers guide the children and plan opportunities that allow the children to experience and learn whilst discovering for themselves. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum, which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality. Children observe similarities and differences in relation to places, people and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

KEY STAGE ONE:

Key Stage One children are introduced to Geography through practical, first-hand experiences. They 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.

KEY STAGE TWO:

In Key Stage Two, children's geographical skills and knowledge gained at Key Stage 1 will be consolidated and developed. Children will investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Children will use secondary sources of information with accuracy, including aerial

photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

Spiritual, Moral, Social and Cultural Development

Spiritual development: Through helping children to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

Moral development: Through helping children to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social development: Through helping children to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

ROLES & RESPONSIBILITIES:

The Governing Body	<i>The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.</i> <i>The governing board will also ensure that:</i> ○ A robust framework is in place for setting curriculum priorities and aspirational targets ○ Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements ○ Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
	<i>The headteacher is responsible for ensuring that this policy is adhered to, and that:</i>

The Headteacher	○ All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met ○ The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board ○ Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum ○ They manage requests to withdraw children from curriculum subjects, where appropriate ○ The school's procedures for assessment meet all legal requirements ○ The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum ○ The governing board is advised on whole-school targets in order to make informed decisions ○ Proper provision is in place for pupils with different abilities and needs, including children with SEN ○ Managing, as necessary the continued subject professional development of staff through staff meetings and training ○ Communicating subject information to pupils, colleagues, parents, leadership, governors and external agencies as required
Curriculum Subject Leader	The Curriculum Leader is responsible for: ○ Oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans ○ They will monitor the quality of teaching and the standard of work produced ○ Support staff in catering for the needs of all the children in their class, ensuring all children access the curriculum at an appropriate level ○ Ensure proper provision is in place for pupils with different abilities and needs, including children with SEN ○ Report to the governing board and ensure it is advised on any changes to the Geography curriculum and making them aware of what is happening in school ○ Promote high quality learning and teaching in Geography

	○ Maintain good subject knowledge, understanding and skills, in order to support and lead colleagues ○ Developing, improving and sustaining the commitment and enthusiasm of all staff to create positive attitudes towards the subject ○ Support and lead staff in CPD as appropriate ○ Support cross-curricular skills and themes
Class Teachers	Other staff will ensure that the school curriculum is implemented in accordance with this policy. ○ Ensure they are aware of the previous knowledge of the children and build on this within lessons. ○ Ensure children are given concrete experiences, planning trips, inviting visitors into school or loaning equipment. ○ Ensure all of our intentions are being taught. ○ Plan opportunities for children to use fieldwork and mapping skills. ○ Plan meaningful, exciting, topical, challenging and relevant geographical experiences. ○ Plan enquiry bases investigative learning within a real context. ○ Be creative, imaginative, dynamic and radical.

ORGANISATION:

At Our Lady of Lourdes, geography is taught through a thematic approach alongside History, Design & Technology and Art to engage and excite all our learners. To accommodate mixed age classes, our Curriculum is carefully planned over a two-year cycle ensuring all areas of the curriculum are covered, building on the skills developed in previous years. Due to the nature of the EYFS, areas are covered across the year as they arise and through children's interests. The building blocks children are given in Early Years Foundation Stage should lay the foundations for the rest of their learning. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Our principal aim is to develop the children's knowledge, skills and understanding in geography. We use a variety of teaching and learning styles in our geography lessons. We combine whole-class teaching with enquiry-based research activities. We encourage children to handle artefacts and to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and present reports to

the rest of the class. They engage in a wide variety of problem-solving activities. Practical geography activities are planned with continuous formative assessment of progress in mind.

Children engage in practical activities in and beyond the classroom. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem, visiting relevant sites and carrying out fieldwork. We recognise that we have children of differing ability in all our classes, and so provide suitable learning opportunities for all children by matching the challenge to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

We use a wide range of resources to collect secondary geographical information (music, paintings, films, poems, storybooks, novels, travel accounts, brochures, magazines, parish magazines / newsletters, parish and town meeting minutes, TV, DVD, newspapers etc.). When relevant, we plan visits from outside experts (town planner etc.) and agencies (the Environment Agency etc.) to support learning and teaching. We use the school, the grounds, immediate locality and localities further afield to collecting primary information.

Health and Safety

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.

Displays

Classroom displays show our 'Learning Tree'. These depict the main enquiry question that I'd being taught and will support teaching and learning. They include examples of children's work and guidance about why these pieces of work are particularly good. Display show how geography is contributing to whole school policies such as literacy.

Planning format

Geography is taught within topic lessons across the school making use of strong cross-curricular links and teaching discrete skills when necessary.

- Long-term plans map the topics studied by each class to ensure coverage and progression over a 2-year cycle.
- Medium-term plans provide an overview of curriculum coverage, progression, assessment opportunities, enhancement opportunities including trips or visitors
- Individual lesson plans are formed on a weekly basis by reviewing and expanding on the medium-term plan.

CURRICULUM PLANNING (IMPLEMENTATION)

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What do I know about me?	Why are there so many leaves on the ground? Why is it always cold in winter?	Who are the famous characters & animals inside my books?	Which colours make you feel happy or sad?	Are all Minibeasts scary?	How do things move?
KS1	Why and how did the Great Fire of London start? History: Beyond Living Memory		Why can't Meerkats live near the South Pole? Hot & Cold Places		Where did and do the wheels on the bus go? Knowing Our Locality History: Travel & Transport Then and Now	
LKS2	Why should Gunpowder treason and plot never be forgotten? History: Beyond 1066		Why is planet Earth in danger? Physical Geography		How can we recreate the wonder if Ancient Egypt? History: Ancient Egypt	
UKS2	Who were the original Americans? History: Historical Events	What is so special about the USA? North or South America	Who were the Mayans and what did we learn from them? History: Non-European society that provides contrast with British History		What were the historical implications of Henry VIII's break from the Catholic Church? History: Beyond 1066	

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chestnuts	Why do different animals live in different places? Human and Physical Geography Vocabulary		Where would you prefer to live in England or Kenya? Place Knowledge Geographical similarities/differences		Where do the wheels on the bus go? Locational knowledge Countries that make up the United Kingdom, capital cities and Seas	
Willow	Why do so many people choose to go to the Mediterranean for their holiday? Place Knowledge - Compare Carnforth with a place in Europe KS1 Similarities and differences with United Kingdom		Where on Earth are we? Locational Knowledge KS1 The seven continents & five Oceans, Hot and cold areas, Human and Physical features, KS2 position and significance of latitude and longitude		Why is the river Lune so important? Physical features Local Study - Rivers & the water cycle	
Oak	How could Hitler convince a nation like Germany to follow him? Locational Knowledge Maps of Europe, Environmental regions Key human and physical characteristics Countries and major cities involved in WWII		Why did their Gods rule the Ancient Greeks? History Place Knowledge of a European Country		I am an OLOL pupil, how can you get me out of here? Human and Physical Place Knowledge in a Local Study – Mapping	

ASSESSMENT:

Children are monitored on a regular basis to check progress. It is important that written work is marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, children may be asked to self-assess or peer assess their own or other's work. We encourage all children to take responsibility for their own and their peers learning. Children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve, traffic lighting system, against objectives and success criteria.

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible and marked in line with the School's marking policy. Marking for improvement comments in a child's book must be relevant to the learning objective to help children to better focus on future targets. See Effective Marking & Feedback for more details.

Throughout, teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Children's progress is recorded and tracked using iTrack. Progress and attainment are reported to parents through parents' evenings and end of year reports to say if children are working towards, at or above age-related expectations.

RESOURCES:

Resources include although not limited to:

- Range of textbooks, such as atlases
- Geographic material in the school library
- General School resources (see resource room)
- Outdoor Science Garden, EYFS Outdoor Area, School Grounds, local community
- Visitors and enhancements
- Apps on the iPad
- Rising Stars Geography Planning
- Geography Association website <https://www.geography.org.uk/teaching-resources/early-years-and-primary-resources>

INCLUSION:

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds

- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

To ensuring suitable learning opportunities and challenge that matches to the ability of each child, teachers may use:

- Open-ended questions that can have a variety of responses
- Grouping children by ability and setting different tasks to each ability group
- Providing resources of different complexity according to the ability of the child
- Using additional adults to support the work of an individual child or groups of children
- Giving additional teacher input to some children when needed.
- Provision made for children on the SEN and Gifted and Talented register, in accordance with corresponding policy

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

MONITORING:

Monitoring takes place regularly. Senior Leaders and Curriculum Subject Leaders monitor the way their subject is taught throughout the school by:

- Planning sampling
- Book sampling
- Learning walks
- Child discussions
- Teacher discussions
- Displays
- Annual focus for a staff meeting. Standards of teaching and learning will be considered using work sampling and data review. The policy will be reviewed at this meeting.
- CPD for the Curriculum Leader as required (Ofsted – Sandylands Hub)

LINKS WITH OTHER POLICIES:

This policy links to the following policies and procedures:

- EYFS policy
- Effective Marking & Feedback policy
- SEN policy and information report
- Equality information and objectives
- Science Policy
- RE Policy

Policy Date:	19 th January 2022
Policy Review Date:	September 2022
Signed & Dated:	Chair of Governors
Signed & Dated:	Headteacher Curriculum Leader

Appendix 1: RESOURCE LIST:

Classroom/Library:

Atlases

- My First Atlas
- Infant Atlas
- Junior atlas
- Modern Atlas

Resource Room:

Clipboards

Compasses

Globes

- Stand x
- Inflatable x 2
- Ball x 3

Maps

- Play Cloth Floor Map (World, Europe, UK)
- Large Floor World Map
- World Floor Jigsaw
- OS Lancaster, Morecambe & Kendal
- World Maps
- Maps of Europe
- Maps of UK
- Local Area Maps
- School Map
- OS Symbols
- Text Books – mapping skills

Posters & Large Maps

- World
- Europe

Big Books:

Dinosaur Atlas

Seasons

An Indian Locality

A Country Far Away

Rivers

View Point on Waste

Our World

iPad apps:

Websites:

Map Fight: compare the size of countries by fitting inside to find the ration of how many fit -

<https://mapfight.appspot.com/>

British Geological Surveys: Earthquake data - <http://earthquakes.bgs.ac.uk/>

What 3 words: 3m x 3m squares and assigned each one a unique 3 word address -

<https://what3words.com/>

360 Panoramics <https://www.360cities.net/>

BeeBots & BeeBot Maps

Rising Stars Geography Planning Units – All year groups 1 to 6

Electronic Globes and Maps:

Google Earth

Google Map

- UK
- Local & Surrounding Area
- Carnforth
- India
- Photos – Coast, Town, Urban
- World Fruit
- British Isles Recreation
- Flags
- Acetate Grid

Information Packs & Resources

- India
- Barnaby Bear in Brittany
- Carnforth
- Our Island
- Our Town
- Our Village
- Rainforest
- Mountains
- Rivers
- Canals

Weather

- Weather Station (Missing pieces)
- Water Cycle Foam Pieces

I spy – world web cams

Flight Tracker – Track Aircraft

Marine Traffic – Track boats, ship and vessels

QuakeFeed – upto date earthquake information

Living Earth – online atlas

Bear foot Atlas - online kids atlas