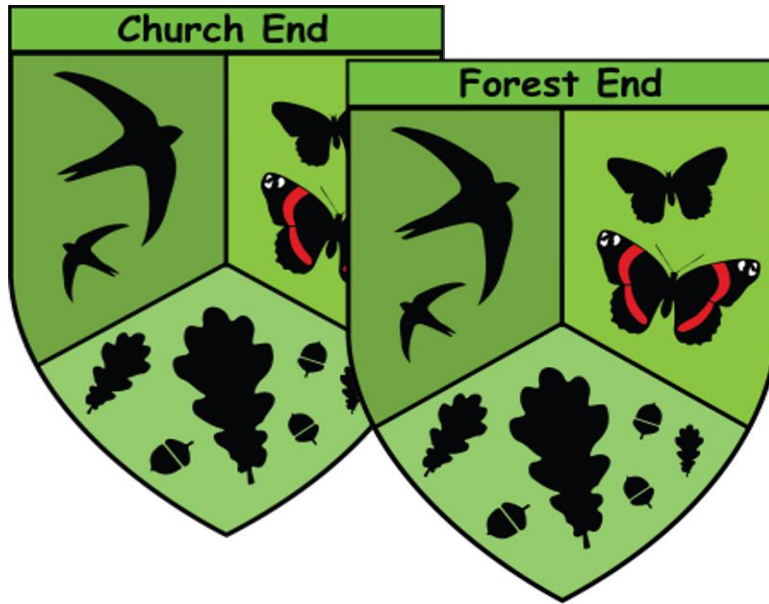


MARSTON MORETEYNE VC SCHOOL



GEOGRAPHY POLICY

June 2022



Geography Intent:

At Marston Moreteyne School we strive to inspire our children to have an innate curiosity and fascination about the world that we live in and the diversity around them. Our goal is for all children to develop an interest in *Geography*.

Our *Geography* curriculum is designed to have concepts weaved throughout every year group in order to encourage purposeful repetition to ensure the progressive development of geographical concepts, knowledge and skills. This consistently builds on previous understanding so that our children are striving to become *Geographers* who understand their own significance in the world which will remain with them for the rest of their lives

This policy outlines the teaching, organisation and management of *Geography* taught and learnt at Marston Moreteyne School. Our learning is sourced from the 'Cornerstones Curriculum' which offers children a broad and balanced curriculum by following a clear knowledge and skills framework, building upon the National Curriculum programmes of study and is underpinned by a four-stage approach: Engage, Develop, Innovate and Express.

Our cross-curricular learning enables the children to expand on their knowledge of a focus topic and apply their learning across a range of other subjects. Our ever-increasing use of the local area and curriculum enriching visits to places of interest and educational value helps to further embed the knowledge and skills learnt by the children.

It should provide every child with the opportunity to:

- Begin to develop a contextual knowledge of the location of places, seas and oceans on our earth and an emergent understanding of these places defining physical and human characteristics.
- Understand the processes that give rise to certain key physical (e.g. volcano formation and eruption) and human (e.g. deforestation) geographical features of the world.
- Collect, analyse and communicate with a range of information gathered through experiences of fieldwork.
- Interpret a range of sources of geographical information - maps, diagrams, globes and aerial photographs.
- Communicate geographical information in a variety of ways including through map work and writing.
- Develop their knowledge and use of geographical terms and vocabulary.

Reception:

Understanding the World: through play and adult guided activities children will learn:

- To recognise that some environments are different to the one in which they live.
- To recognise some similarities and differences between life in this country and life in other countries.
- To draw information from a simple map.

Key Stage One:

Our Cornerstones Curriculum objectives:

- To 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.
- To use world maps, atlases and globes to identify the UK and its countries.
- To use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.
- To 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.
- To 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.
- To 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.
- To 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. To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.
- To name and locate the world's seven continents and five oceans.
- To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 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.

Key Stage Two:

To 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.

These 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.

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- To 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.
- To locate the world's countries, using maps to focus on 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.
- To 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.
- To 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).
- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

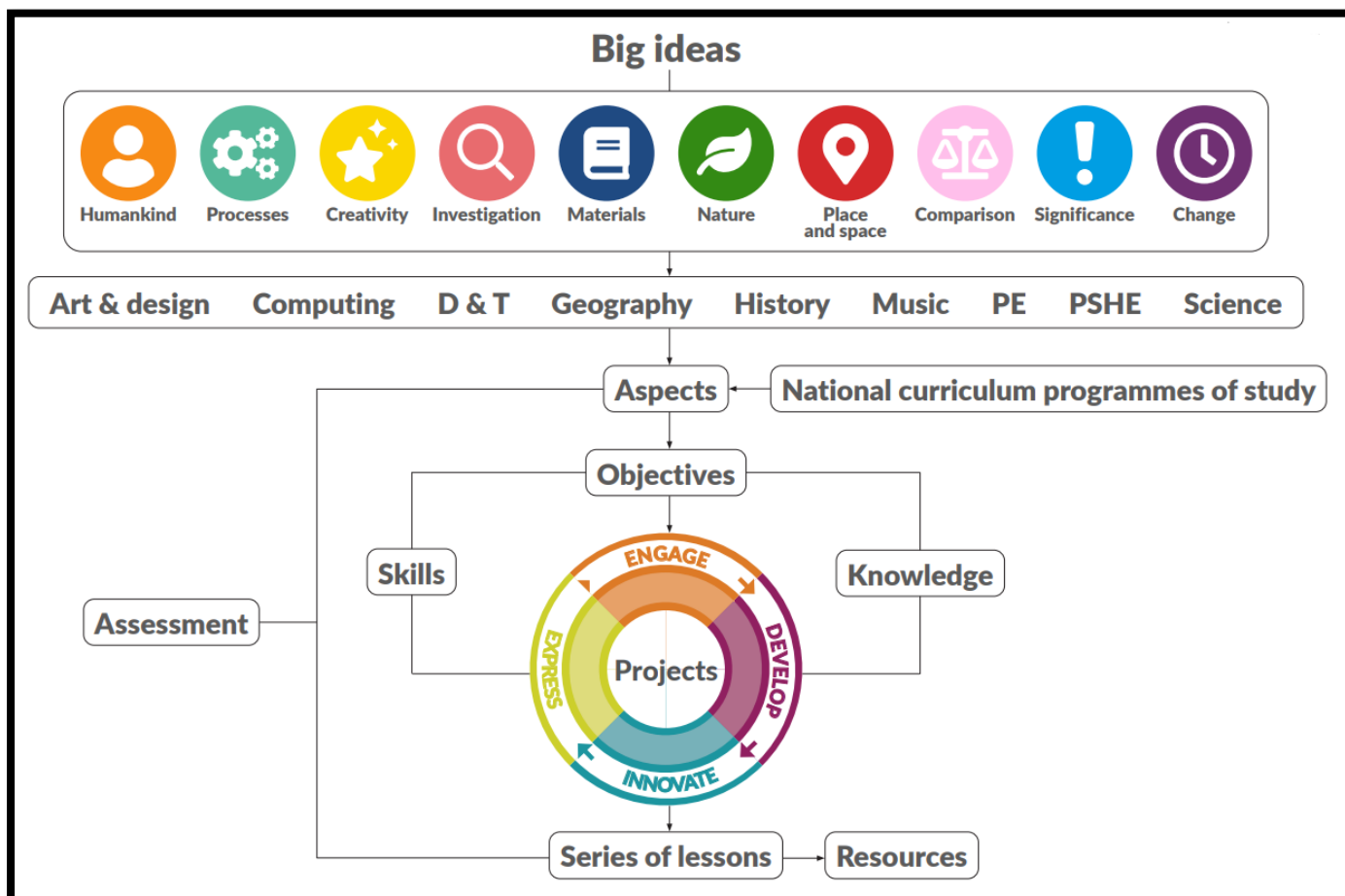
Geography Implementation:

Our curriculum intent is achieved through a rich array which is inspired and developed by our Christian Vision. Our curriculum has depth in knowledge, skills and meaningful experiences.

Our Big Ideas are symbolic of our desire to prosper and give hope for the future

Our Geography Curriculum focuses on the *eight* Big ideas:

Processes, Change, Investigation, Place, Nature, Materials, Humankind and Comparison.



When planning, teachers cover the 'Cornerstones Curriculum' through a creative and cross-curricular approach which ensure the smooth progression of skills without duplication. Teachers refer to the 'Cornerstones Curriculum Projects' for lesson sequences as a tool to support planning.

The class teacher will ensure that curriculum activities allow for differentiation amongst the children where appropriate. Through assessment for learning, summative and formal assessment, activities will be presented and extended at an appropriate level to give each child the opportunity to develop and utilise their individual skills and knowledge. We recognise the fact that in all classes there are children of widely differing abilities and backgrounds, and we therefore seek to provide suitable learning opportunities for all children.

Computing is used where appropriate to enhance and develop children's learning. This could be using Google Maps to enhance children's map skills, using the internet to find using programmes to present findings from their learning.

Inclusion:

As a school we ensure that our curriculum is engaging and accessible to all children in our school community to achieve and thrive. Teachers do so by using ongoing judgement, formative and termly summative assessment to set ambitious targets and plan challenging work for all groups of pupils, including:

- High Attaining pupils,
- Pupils with low prior attainment,
- Pupils from disadvantaged backgrounds,
- Pupils with SEND,
- Pupils with English as an additional language (EAL),
- Pupils with SEMH challenges.

All pupils, regardless of need and including all those of protected characteristics will have equality of access to the curriculum.

Further information can be found in our statement of equality and objectives, in our SEND policy and in individual subject policies.

Impact of Geography:

Our curriculum design will lead to good progress for all pupils, regardless of their starting points, over time. Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the highest quality.

Teachers will assess children's work in Geography through a variety of methods. Firstly, during each lesson the teacher will observe the children and ask questions to assess their understanding to begin with. Open and closed questions should be used throughout the lesson to a range of children.

After each piece of learning the teacher will use the Marston Moreteyne marking scheme of assessment and feedback to show if they have met the learning objective for that lesson.

The teacher should refer to the objectives during the lesson so all pupils understand what they have to do to achieve. Teachers also complete the foundation assessment grids termly stating which children are Emerging, Expected, or Exceeding.

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