Be the best for God you can be!

Our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on Colossians 3:23. *'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'*

Trust:
'Trust in the Lord with all your heart and lean not on your own understanding'
Proverbs 3:5

Compassion:
'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself'
Matthew 22:37

Thankfulness:
'Be thankful in all circumstances. This is what God wants from you in your life'
Thessalonians 5:18

Hope:
'But those who hope in the Lord will renew their strength'
Isaiah 40:31

Perseverance:
'I know your deeds, your love and faith, your service and perseverance'
Revelations 2:19

Forgiveness:
'For if you forgive other people when they sin against you, your heavenly father will also forgive you'
Matthew 6:14

Geography Policy

1. Statement of intent

At St Barnabas and St Paul's Church of England Primary School, our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on *Colossians 3:23, 'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'*

1.1 Aims

Through the teaching of geography, the aims that we hope to achieve include:

- To enable children to gain knowledge and understanding of places in the world.
- To instil in the children an excellent knowledge of where places are and what they are like, both in Britain and the wider world.
- To know and understand how places are interconnected.
- To gain fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques.
- To gain the ability to reach clear conclusions and explain their findings.
- To carry out excellent fieldwork skills as well as other geographical aptitudes and techniques.
- To increase children's 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.
- To allow children to learn graphic skills, including how to use, draw ad interpret maps.
- To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.
- Promote British values through the topics giving our pupils opportunities to learn and develop an understanding of this area.

2. Roles and responsibilities

The **subject leader** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject, liaising at all times with SLT.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the teaching and learning of geography, providing support and training for staff where necessary.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an **annual** audit of all geography-related resources.

- Communicating developments in the subject to all teaching staff.
- Organising, providing and monitoring CPD opportunities in the subject.
- Advising on the contribution of history to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of history in subsequent years.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of children's work.
- Keeping up-to-date with current climate affairs and best practice regarding geography.
- Celebrating and promoting the geography curriculum and the work of pupils throughout the school.

The **classroom teacher** is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' geographical skills in lessons, with due regard to the national curriculum.
- Developing lesson plans in line with the school's Geography Policy and the objectives of the curriculum and teaching lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **subject leader** about units of work, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and intervening when concepts are not understood by pupils
- Undertaking any training that is necessary in order to effectively teach the subject.
- Mark books in-line with the marking policy.
- Assessing and recording pupils' progress and keeping the geography subject lead apprised of this.
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- Keeping up to date on current affairs and best practice on their geography curriculum, and applying this to their schemes of work.
- Setting common tasks which are open- ended and can have a variety of responses.
- Grouping children by ability in the room and setting different tasks to each ability group.
- Providing resources of different complexity according to the ability of the child.
- Using teaching assistants to support the work of individual children or groups of children.

The **special educational needs coordinator (SENCO)** is responsible for:

- Advising staff how best to support pupils' needs.
- Advising staff on the potential inclusion of historical objectives in pupils' individual education plans.
- Advising staff on the use of 1:1s in order to meet pupils' needs.

3. Early years provision

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the Early Years Foundation Stage'.

A break-down of geography taught in EYFS can be found in appendix 1 section 1.1. Activities will include providing a range of skills that concentrate exploring and understanding the world around them. Geography makes a significant contribution to developing a child's knowledge and understanding of the area around them through activities such as collecting postcards from different places, collecting currencies from different places, singing songs from around the world, or investigating what makes a 'good' playground.

4. The National Curriculum

The national curriculum for geography aims to ensure that all pupils should develop knowledge about the world, the United Kingdom and their locality. Children should 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 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, aerial photographs and Geographical Information Systems (GIS)

Children are to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

After working with a geography company, we have compiled the following units to suit the needs of all our children. The curriculum allows children to gain knowledges of the area around them, the school and the school grounds and the wider world.

The geography units are as follows: (see appendix 1)

EYFS: Personal Geography, Seasonal Changes, Physical features around the UK, Seasons and Weather, The Seaside.

Year 1: My School, The Isles of Scilly and What is it like to live in Shanghai?

Year 2: The Surrounding Environment, A Small Area in a Non-European Locality – Serrekunda, The Gambia and What is it like to live by the coast?

Year 3: The Local Area – Blackburn, with an emphasis on housing, Are all settlements the same? and Who lives in Antarctica?

Year 4: A Region in a European Country – Naples and Campania, Where does our food come from? and Why are rainforests important to us?

Year 5: Rivers, A Region within South America – Amazon Basin and Would you like to live in the desert?

Year 6: A Region of the UK – South West England, Why does the population change? and Where does our energy come from?

The national curriculum for Key Stage 1 and 2 is on appendix 2.
It provides a full breakdown of the statutory content to be taught within each unit.

4.1 Cross-curricular links

The teaching of geography at St Barnabas and St Paul's utilises links with a number of other subjects and develops a range of more generic pupil skills in order to enhance the curriculum and support pupil progress in a range of areas. Cross-curricular outcomes in geography are specifically planned for, with strong links between the curriculum. In **literacy** lessons it enables children to develop their writing skills further. Links are also made with: **History** – looking at older maps and identifying specific areas of the world and Britain and what the places used to look like. This is to enable pupils to locate specific places mentioned in the units of work. **Art** – use of visual images, paintings of landscapes and maps. **Design and Technology** – used by pupils in constructing Ancient Civilisation houses. **Religious Education** – comparisons with the religions followed by specific groups of people in history. **Computing** – used for research, google maps and co-ordinates. Geography also helps to develop a range of other skills within pupils, contributing to pupil progress in many areas of the curriculum.

5. Planning

All relevant staff members are briefed on the school's planning procedures as part of their staff training and induction. At St Barnabas and St Paul's Geography is taught every other half-term in a cycle with history. This is part of the new geography curriculum that has been carefully planned to engage and excite all of our learners.

Our focus in Key Stage 1 is that pupils will gain basic skills required to carry out fieldwork around the school and the local area which is integral to good geography teaching. Children will have many opportunities to investigate and explore through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about how we can save our planet.

As pupils enter into Key stage 2 they will continue to develop their fieldwork skills and secure knowledge and understanding of local localities and different cultures. Planning effective lessons will contribute to the children's social development by teaching them how society works and to resolve difficult issues of economic development.

5.1 Long Term Plan and Medium Term Plans

Our long-term and medium-term plans map out the skills and themes covered each term for each year group. The LTP provides the main overview of the coverage for each year group while the MTPs break this overview down into smaller steps and include learning objectives,

end points, NC coverage and activities. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

The LTPs and MTPs are used as a guidance tool in order to pace out coverage of the curriculum throughout the year. Teachers are encouraged to use professional discretion when deciding on how long is needed on particular curriculum area whilst ensuring all objectives are covered by the end of the academic year.

5.2 Short term planning

While teachers will need to think carefully about their daily lesson plans, there is no formal format for this. Teachers must ensure that their lessons demonstrate a balance of interactive and independent elements, ensuring that all pupils engage with their learning.

The LTPs and MTPs should be used when planning as these list the specific learning objectives and class teachers are then to plan for each geography lesson.

5.3 Homework

Geography homework will be set by the class teacher as an optional task. Homework for children is set weekly and teachers can choose to set a piece of geography homework for the term based on a unit that has previously been covered or will be covered that term.

6. Teaching and learning

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography and we use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to inspect and investigate maps.
- They go on visits to local places of interest.
- They have access to great resources like interactive maps and globes.
- Children listen to and watch professionals gather and record weather data.
- Children are shown, or use independently, appropriate resources.
- Children are able to use non-fiction books for research.
- The children are provided with opportunities to work independently or collaboratively, to ask as well as answer geographical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which support all the children to achieve their best.

The Geography subject lead will be responsible for overseeing the planning, resourcing and monitoring of the school's geography curriculum and ensuring the subject matter covered in

geography reflects the requirements of the National Curriculum. Special focus should be paid to the teaching of the skills in the new geography curriculum taught at St Barnabas and St Paul's.

These skills include:
• Making accurate observations.
• Asking and answering questions.
• Effectively using the appropriate equipment for measurement.
• Recognising patterns and identifying relationships.
• Predicting and applying knowledge to differing contexts.
• Analysing and interpreting evidence, and drawing conclusions.

The geography programme will be delivered by all teaching staff in a range of teaching and learning situations with respect to the needs of individual pupils.

At the beginning of each lesson, the lesson objective should be shared with the children. Each lesson should have three-parts:

- A starter activity or review of previous learning (5 minutes)
- A teaching input which should teach concepts, skills and vocabulary through modelled examples (15 - 20mins) and children task time (20-25mins)
- Plenary (5-10mins)

Teachers should demonstrate, explain and illustrate geography ideas to fully involve pupils and maintain their interest through appropriately demanding work. Geography is taught by a variety of methods and during a lesson it is likely that some or all of the following would be used:

• Observing - Reading, looking at pictures and geographical resources, television, internet resources and interviewing visitors.
• Raising Questions
• Interpreting - Their own and others points of view.
• Communicating - their findings to others. This could be done orally, in writing or by pictures or by use of Information Technology.
• Recording - pupil's folder of work.
• Teacher's recording of pupil's work.

A good geography lesson should:

• Stimulate curiosity.
• Increase understanding and knowledge of different areas.
• Help develop an understanding of geographical enquiry.
• Develop the use of geographical vocabulary.
• Introduce pupils to the ways people find out about climate change.
• Raise questions as well as answer them.
• Develop skills and understanding as well as knowledge.
• Make links with work being done in other curriculum areas.

Pupils should complete work using a balance of independent, group and paired working. Where appropriate, lessons can be fully practical with evidence collected on iPads or working walls but teachers should still assess the children's understanding using appropriate assessment methods.

The **classroom teacher**, in collaboration with the **subject leader**, will ensure that the needs of all pupils are met by:

- Set tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils, to support understanding of concepts being taught
- Set tasks of varying difficulty.
- Utilising teaching assistants to ensure that pupils are effectively supported.

7. Assessment and Reporting

At St Barnabas and St Paul's 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 through verbal feedback, and marking work will be guided by the school's marking Policy. Geography should be assessed both formally and informally, using a mixture of formative and summative assessment techniques. The Geography Coordinator will ensure that assessment:

• Is embedded as an essential part of teaching and learning.
• Involves sharing learning objectives and success criteria with pupils.
• Aims to help pupils to know and recognise the standards they are aiming for.
• Involves pupils in peer and self-assessment.
• Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.
• Involves both teacher and pupils reviewing and reflecting on assessment data.

7.1 Formative assessment

Formative assessment should be used throughout the year in order to monitor children's understanding of mathematical concepts on a day-to-day basis and address misconceptions immediately. This type of assessment should inform a teacher's immediate lesson plans.

Throughout the year, teachers will plan on-going formative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives which can include:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work
- Classroom quizzes

Formative assessments will be used as a base to measure progress and attainment. Children in KS1 and KS2 will take unit tests at both the beginning and end of a unit.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the Early Years Foundation Stage'.

Geography data throughout the school will be monitored by the geography lead and used to inform future areas for development to drive progress in the subject.

7.2 Reporting to Parents

Verbal reports of progress will be provided at parent-teacher evenings during the Autumn and Summer terms which will include comments regarding their child's attitude to geography, information about whether their child is working towards, below, at or above the expected standard and a clear target to support the child in their next stages of learning.

8. Monitoring and review

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations. Monitoring of the classroom displays is also done on a regular basis to ensure that key language, children's work and breadth of study is evident. The subject leader will monitor teaching and learning in the subject at St Barnabas and St Paul's, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

This policy will be reviewed on an annual basis by the subject leader and any changes made to the policy will be communicated with staff.

Appendix 1

Geography Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Personal Geography	Seasonal changes	Physical features around the UK	Seasons and Weather	Maps and travel	The seaside
Year 1		My School		A Small Area of the UK Isles of Scilly		What is it like to live in Shanghai?
Year 2	The Surrounding Environment		A Small Area in a Non-European Locality Serrekunda, The Gambia		What is it like to live by the coast?	
Year 3	The Local Area – Blackburn, with an emphasis on housing			Are all settlements the same?	Who lives in Antarctica?	
Year 4		A Region in a European Country Naples and Campania		Where does our food come from?		Why are rainforests important to us?
Year 5	Rivers - Brockholes Nature Reserve		A Region within South America Amazon Basin		Would you like to live in the desert?	
Year 6		A Region of the UK South West England (Adolphus Tips)		Why does the population change?		Where does our energy come from?

Appendix 2

Department for Education

Geography programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national 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, 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.

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Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. 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.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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
- 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 and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as 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. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- 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
- 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 a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

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