



# **St Saviour's**

## **C of E Academy**

**“Believe, Grow, Achieve with Christ”**

**Policy for Geography**

**Date: Autumn 2024**

**Intent Statement**

At St Saviours our intent is to cultivate a passion for geography among pupils, empowering them to explore and understand the complexities of the world. We aim to encourage critical thinking and enquiry about geographical concepts and issues, ensuring that students not only acquire knowledge but also the skills to question, investigate, and analyse their surroundings. Geography plays a crucial role in understanding our world. It makes a vital contribution to our knowledge of the rapidly changing environmental and social challenges facing us and how we should tackle them. Geography is, by nature, an investigative subject, and we seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives.

At St Saviours, we incorporate spirituality into geography by helping students develop a meaningful connection to the natural world and fostering a sense of responsibility toward it. In our geography lessons, we explore how various cultures and belief systems view the land and environment as sacred, studying examples like Indigenous communities' relationships with specific landscapes and how religious practices often emphasize stewardship of the Earth. We encourage students to reflect on their own experiences in nature through journaling or quiet contemplation, promoting an understanding of interconnectedness and respect for the environment. This approach enables students to see geography not just as the study of places, but as a journey toward personal growth and a deeper appreciation of our world.

### **Aims**

- 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 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.
- 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 Objectives**

### **Early Years Foundation Stage**

Geography is taught in the Early Years as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out their local geography. In the Foundation stage, geography makes a significant contribution to developing a child's understanding of the world. As well as developing this through play, geography is also taught explicitly using the Kapow scheme of work in terms 2, 4 and 6 in Reception.

### **Key Stage 1**

During Key Stage 1, the principal objectives focus on enabling children to develop a foundational understanding of their immediate environment and the wider world. Pupils are encouraged to explore geographical concepts such as location, place, and human and physical features. Key skills addressed during this stage include map reading, where children learn to use simple maps and recognise basic symbols. Additionally, learners engage in activities that develop their observational skills, enabling them to describe their surroundings effectively. Through the study of localities, students are introduced to concepts of distance and direction, as well as the significance of weather patterns and seasonal changes. Ultimately, KS1 geography aims to foster curiosity and enjoyment in exploring the world, equipping students with essential skills for further geographical study and a deeper appreciation of their community and beyond.

### **Key Stage 2**

Key Stage 2 geography is designed to equip pupils with essential skills and knowledge about the world around them. One of the primary objectives is to develop a child's understanding of physical and human geography, enabling them to appreciate the varied landscapes, environments, and cultures globally. Pupils are encouraged to utilise geographical skills, such as map reading and fieldwork techniques, which are integral to their learning. They learn to interpret maps, use grid references, and understand the significance of scale. Additionally, children are taught to observe and analyse geographical information and data, fostering critical thinking and problem-solving abilities. Another objective is to promote awareness of environmental issues, encouraging pupils to consider sustainability and the impact of human activities on the planet. Overall, KS2 geography aims to nurture informed, responsible global citizens equipped with the skills to navigate and contribute positively to an increasingly interconnected world.

## **Scheme of work**

We use Kapow Primary's Geography scheme of work. Kapow Primary's Geography scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the key knowledge and skills again and again during their time in primary school.
- Increasing depth: Each time a skill is revisited it is covered with greater complexity.
- Prior knowledge: Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

The national curriculum organises the attainment targets for Geography under Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork and these strands run clearly through each teaching unit.

The Geography scheme of work is organised into units consisting of six lessons. Within each unit, lessons are taught in order as they build upon one another. In Reception, activities have been designed so that you can use them at any point throughout the year to tie-in with our current theme/topic. The activities help the children to explore fictional and real maps in familiar contexts, experience the surrounding natural environment, notice changes in the weather and seasons over time and explore different landscapes and cultures. Each unit has explanatory videos to assist teachers in their planning and implementation. These videos provide insight into how the activities can support skills and knowledge development, which will lay the foundations for pupils' geography learning in Key stages 1 and 2. The activities are designed to build pupils' familiarity with maps, atlases and globes to develop their early geographical skills and fieldwork. Children begin to use simple directional language to prepare for the locational knowledge to come in Key stage 1 and 2.

Units in Year 1 and 2 are taught in the correct year group and in the suggested order to ensure progression. The six units in lower key stage 2 can be taught in any order but should all be taught within Years 3 and 4. The six units in upper key stage 2 can be taught in any order but should all be taught within Year 5 and 6. This can be further explored on our skills progression document.

Through Kapow Primary's Geography curriculum, pupils have opportunities to develop their oracy skills by:

- Verbally responding to questions using geographical vocabulary.
- Summarising information from videos and texts.
- Collaboratively engaging in an enquiry cycle.

- Brainstorming initial ideas to address an enquiry question.
- Conducting interviews during fieldwork to gather information.
- Exploring issues through drama techniques (hot-seating, conscience alley and freeze-framing).
- Presenting findings to a range of audiences in person and using media.
- Performing songs and poems to enhance content knowledge.

### **Teaching and Learning**

Skills and knowledge progression is mapped clearly from Reception to Year 6 in order to enable pupils to reach the end of key stage outcomes outlined in the National curriculum. Series of lessons build on prior learning and involve pupils developing and applying their knowledge and skills over time. Learning objectives are shared with the pupils during each lesson, and specific and relevant vocabulary is introduced and discussed by the teacher with the whole class. Pupils will communicate geographical information in a variety of ways, including through maps, numerical skills and writing at length. They will collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.

Individual lessons are planned using resources developed by Kapow Primary and are evidenced using the flipchart template. It is expected that teachers amend their planning during each lesson, where necessary, and throughout the unit because of formative assessment. A KW (What I know, What I want to find out) grid is used at the beginning of a unit to help teachers assess the pupils' current understanding. This is evidenced on flipchart or Showbie and is referred to by teachers throughout the unit. New vocabulary and their meanings are investigated throughout the teaching of the unit and is evidenced in books. Knowledge organisers provided by Kapow Primary are also used by pupils and are made available to them via Showbie. This is so they can be referred to at any point during the teaching of the unit. The Kapow scheme equips teachers with clear strategies, valuable resources, and effective assessment tools. While the resources provided by Kapow are used, we ensure there isn't an over-reliance on worksheets. Instead, we like to incorporate a creative element into each lesson without losing sight of the teaching objectives. This creative flair allows children to develop their individuality and fosters a sense of pride in their work.

During each lesson, we incorporate a reflection element, where teachers use the "windows, mirrors and doors" tool to prompt students to contemplate their learning experiences. This reflective practice closely aligns with our Christian

ethos and encourages children to consider the impact they can have on others, thereby expanding their learning to the real world. With the transition to the Kapow scheme, it is now much easier for subject leaders to pinpoint students' knowledge and track their development as budding geographers, enriching the overall learning experience at St Saviour's.

## **Assessment**

- **Formative Assessment**

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on. Teachers continually assess the pupils' understanding of content during lessons through discussion, partner talk, group activities and independent tasks. Lessons are adapted because of this assessment to ensure that all pupils achieve.

Work that has been completed in books is marked by the teacher either with the child during the lesson or after the lesson in line with the marking policy. Misconceptions are addressed through small group and whole-class feedback.

- **Summative Assessment**

Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with nine multiple choice questions and one open-ended question. In addition, each unit uses either a skills or knowledge catcher, depending on the key strands covered in the unit. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered. Assessment quizzes, and skills and knowledge catchers provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages. The teacher submits an overall judgement (below, working towards, expected or greater depth) for each pupil at the end of each unit, based on this evidence. Teachers keep all forms of assessment as children move through primary school so that the subject lead and teachers will have a record of children's learning.