

Geography Policy



Intent

Excellence

At St Thomas', we deliver an ambitious, knowledge-based geography curriculum that aims to inspire pupils' curiosity to know more about their own locality and the wider world. Excellence is displayed through the high standards of teaching and learning of the geography curriculum. Teachers are provided with subject specialist teacher knowledge resources for each lesson to enable them to be confidently equipped with knowledge and teach quality geography lessons. Knowledge is made accessible to enable all pupils to access the curriculum, make progress and be provided with equal opportunities in their learning in order for each child to flourish.

Experience and life skills

Through our geography curriculum we aim to broaden horizons by providing trips and residential visits to allow children to experience life in all its fullness. Children have first-hand experiences and opportunities to visit rivers, climb mountains and study landscapes, exploring and studying both human and physical geography in the immediate environment around them. Trips and experiences are attended by all pupils to allow them to gain these life skills to unlock future success. These trips enable children to confidently interpret and use maps, recognise symbols, keys and features and apply their knowledge of scales and grid references.

Our curriculum helps pupils gain skills to be able to utilise maps in 'seeing', understanding, interpreting, recognising symbols and features, from the local to the global; by providing opportunities to develop and enhance the core skills to do so.

Celebrate diversity

Each of our teaching units cover a wide range of continents, countries and cultures from the local to the global. Children are given opportunities to learn about life in different cultures and countries and past civilisations. Our curriculum allows children to learn about world development through studying a variety of maps that help them to understand data about place, people and the environment. They understand that development factors around the world are uneven, such as wealth distribution, food consumption, literacy skills, life expectancy and what countries have access to clean water.



'Let your Light Shine' Matthew 5:16



Christian values

Our vision statement, “Let your Light Shine,” is rooted in the words of Jesus in Matthew 5:16 and reflects our belief that every child is uniquely created and deeply valued. The lighthouse symbol, central to our identity, reminds us that Christ is a constant light and guide. Through our Lighthouse curriculum, we seek to nurture, support and inspire each pupil so they can discover their God-given uniqueness, find their path, and shine brightly through their learning, actions and relationships.

Within geography, our embedded Christian values help to develop a strong sense of global citizenship. Pupils gain an understanding and appreciation of different places and their importance, while also developing a sense of stewardship for our world. With responsibility as a core Christian value in geography, children explore the awe and wonder of the world God created and learn to value and care for the environment. Our curriculum also encourages pupils to consider issues such as poverty and injustice in other countries, helping them to grow in compassion, reflect on their own blessings, and pray for those who are less fortunate than ourselves.

Reading and vocabulary

We explicitly teach subject-specific vocabulary for children to learn and apply during our lessons. Subject specific vocabulary is referred to throughout lessons and has been planned to ensure progression throughout the school.

Children are given opportunities to develop life skills and coherently articulate geographical knowledge, skills and understanding by using explicit subject specific vocabulary with reading being at the heart of each geography lesson.

Knowledge rich and academic

Our geography curriculum builds foundations for children to know where we are and know what is there, giving us a sense of location; to understand the spatial layout, locations and organisation of the world and recognise the spatial distributions, landscape patterns and relationships in the environment.

A coherent, sequential knowledge and understanding of spatial sense enables them to use core knowledge to talk confidently about a range of places in Britain and the wider world.

The geography curriculum builds upon prior knowledge in a carefully sequenced curriculum, both within and between year groups, and makes links to other subject areas.

Pupils develop an understanding of key substantive concepts (maps, location, size, scale, view, landscape, country, city, place, environment, physical, human and climate) that act as threads throughout the geography curriculum from the beginning to the end of the pupils’ primary education.

Implementation

Expectations

- **Map study at start of year** – Every child is provided with a map that is added to throughout the year with new units studied. This map should be referred to at the start of every unit and where necessary in lessons.
- **Structure of lesson:**

Retrieval:

Children will take part in a short, independent task where they will be required to retrieve previously gained knowledge. The children may have acquired this knowledge in a previous lesson, unit of work or even a previous year group. This task is designed to strengthen our pupils’ memories of key knowledge, enabling them to permanently remember and make progress across the curriculum.

Vocabulary:



‘Let your Light Shine’ Matthew 5:16



Children will be introduced to key vocabulary (STAR words) at the beginning of the lesson. Children will be challenged to learn the meaning of these words and apply them correctly during the lesson. Teachers will provide children with actions to match each of these words, to support the children in remembering them.

Teach:

The teacher will share the core knowledge for the lesson with the children. This is an opportunity for children to listen to and understand the new information. Older children are encouraged to take notes.

Partner Talk:

Children will work with a partner to complete a short task or discuss new information. Children will be expected to apply their understanding of the new information taught (they may even use the STAR words!).

Independent Task:

The children will now work independently on a task. This is often a written task that will require the children to apply everything they have learned. The children may also demonstrate newly acquired skills in this part of the lesson.

Read! In every lesson, our children are expected to read and be exposed to quality texts. The reading can be incorporated into any aspect of the lesson. Children will read a range of texts, from online blogs to information texts. We believe reading is the key to all learning, so have therefore made reading a priority in every lesson.

- **Use of resources** – Geography lead and class teachers are to ensure that they have all of the required resources to teach lessons. This may include: atlases, compasses, quality sources or teacher knowledge textbooks. Teachers to discuss with Geography lead if any extra resources are required.
- **Reading** – It is the teachers' responsibility to source a range of quality texts around the current unit. These may be referred to in the lesson or in the learning environment for children to access independently. Text choices should be annotated on planning.
- **Books** – All lessons are to have a printed label including: date, learning objective and knowledge goals. Retrieval tasks are to be completed and stuck under lesson title if appropriate. At St. Thomas', we have high expectations of presentation in children's books.
- **Assessment** – Assessment of geography should continuously be used to inform teaching. Retrieval tasks should be used to address gaps in pupils' knowledge. Teachers should assess children on knowledge goals after every lesson (a tick against each goal if a child has achieved). If a child has achieved a Step for Depth, teacher should mark with two ticks.
- **Working walls** – Working walls are to be updated frequently. All STAR words are to be displayed on working wall along with any other key information, such as place names, locations, features. Working walls should be referred to in lesson and pupils should use them to aid learning.

Impact

By the end of KS1, our pupils will:

- Know that an aerial view means to look at something from above.
- Know that maps tell us the location and show us information of different places.
- Be able to identify and describe locations on a globe or world map.
- Understand compass points and use a compass to show direction.
- Recognise and locate physical and human features of the local area. (Y2)
- Understand what makes a good map and use a map to plan a route.
- Name and recognise the seven continents of the world.
- Understand that the United Kingdom is a union of four countries.
- Recognise the countries in the British Isles.
- Describe countries, features and climate in Northern Europe. (Y2)



'Let your Light Shine' Matthew 5:16



- Use maps confidently.
- Use a wide range of geographical terms.

By the end of KS2, our pupils will:

- Confidently name and use a wide range of maps and explain purposes.
- Use compass points, grid references, scale and symbols to describe and locate places on a map.
- Identify hemispheres, lines of longitude and latitude and world time zones. (Y4, Y5)
- Understand and describe different types of settlements and trade (Y3)
- Understand population concepts of dense or sparse (Y4)
- Know different parts and stages of a river and name rivers of the world. (Y3)
- Compare and contrast climate, land and key features of places in Britain and the wider world.
- Name key features of mountain ranges around the world. (Y3,4)
- Understand history of the formation of continents, countries and cities across the globe. (Y6)
- Develop further knowledge of human and physical geography.
- Construct informed, detailed written responses that involve organisation of relevant geographical information and show an awareness of key vocabulary.
- Develop further understanding of the substantive concepts
- Expand and develop use of geographical terms.