

Geography Policy and Guidelines



INTENT (Why)

The importance of primary geography

Primary geography teaching is essential towards the development of children's knowledge and understanding of the world around them. We place children at the heart of learning and teach children the beauty of the natural earth we live in and the people who live in it. For instance, by understanding the water cycle and how the amount of rainfall can affect growth of forests in different biomes, we can understand better in science how different habitats work or how different adaptations occur. Geography is an opportunity to link the varied world together. However, geography is not solely about providing children with knowledge of the world and society we live in. Marsh Baldon School offers children a chance to apply knowledge critically so that they can understand differing perspectives, become a global citizen, and imagine new futures using the knowledge they are taught.

Our ambition

We aim for children to develop:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.

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- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

We aim to do this by providing:

1. A coherent, structured, academic curriculum
2. Mastery and retention for all
3. Excellent teaching that demonstrates good subject knowledge supported by good quality guidance materials and strong subject leaders
4. Rich and broad learning experiences that develop curiosity, deepen knowledge, promote 'cultural capital' and develop life-long interest;
5. Explicit teaching of metacognition/thinking skills and good learning habits
6. Appropriate experiences for children to develop as confident, responsible citizens

IMPLEMENTATION (How)

1. A coherent, structured and academic curriculum

We have created a curriculum map for geography linking it with other curriculum areas as much as possible through class themes/topics. We also teach geography discreetly when it does not naturally fit with the overall topic theme. Where possible we aim to maximise opportunities to collaborate, we have organised the curriculum so that in general the whole school is studying similar concepts in geography in any given term e.g. investigating places in the autumn term. The curriculum map demonstrates effective coverage and learning is thoughtfully spaced with opportunities to revisit concepts at regular intervals (interleaving retrieval and spacing). Although most concepts are revisited on a yearly basis, there is a two year cycle for covering topics in greater detail.

Quigley gives us the tools for a clear roadmap for progression through 3 milestones rather than year group outcomes (see curriculum policy). This complements our mixed age classes and we have adapted the milestones to our year group configuration. This is mapped on a one and two year cycle as shown in the Progression for Learning map given below.

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Geography Curriculum Map with Progression for Learning

<u>Geography skills- taught alongside all Geography units</u>	
EYFS (From Development Matters 2021) 	• Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live.
Class 1 	• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • To use the four points on a compass. • To use fieldwork to record and present the human and physical features in the local area including sketch maps.
Class 2 	• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • To use the eight points of a compass, four figure grid reference, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • 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.
Class 3 	• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • To 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. • 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.

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Geography Curriculum Map and Progression for learning

Class 1 	Year A	Autumn 1	ME AND MY WORLD Understanding the world Yr R: Taken from Development Matters Draw Information on a simple map • Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. • Familiarise children with the name of the road, and or village/town/city the school is located in. • Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. • Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Yr 1 Milestone 1 Investigate places • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Milestone 1 Investigate Places • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Investigate Patterns
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			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.
	Autumn 2	IN THE DARK Understanding the world Yr R: Taken from Development Matters Draw Information on a simple map - Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. - Familiarise children with the name of the road, and or village/town/city the school is located in. - Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. - Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Yr 1 Milestone 1 Investigate Places - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	
	Spring	LET’S BUILD	
	Summer	ON THE FARM YR R: Recognise some environments that are different to the one in which they live. - Teach children about a range of contrasting environments within both their local or national region. - Model the vocabulary needed to name specific features of the natural world, both natural and manmade. - Share non-fiction texts that offer an insight into contrasting environments. - Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Yr 1 Milestone 1 Investigate Places	

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			- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Name and locate the world's continents and oceans. Milestone 1 Communicate geographically - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
Class 1 	Year B	Autumn 1	ALL ABOUT ME Yr R: Taken from Development Matters Draw Information on a simple map - Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. - Familiarise children with the name of the road, and or village/town/city the school is located in. - Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. - Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Yr 1 Milestone 1 Investigate places - Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Milestone 1 Investigate Places - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

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		Autumn 2	HEROES AND VILLAINS Yr R: Taken from Development Matters Draw Information on a simple map • Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. • Familiarise children with the name of the road, and or village/town/city the school is located in. • Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. • Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Yr 1 Milestone 1 Investigate Places • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
		Spring	LOCAL HISTORY PROJECT Yr 1 (Revise Milestone 1 Autumn 1 Investigate places)
		Summer	CARNIVAL OF THE ANIMALS Yr R Recognise some similarities and differences between life in this country and life in other countries. • Teach children about places in the world that contrast with locations they know well. • Use relevant, specific vocabulary to describe contrasting locations. • Use images, video clips, shared texts and other resources to bring the wider world into the classroom. • Listen to what children say about what they see. • Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. Yr 1 Milestone 1 Investigate Places • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.

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			Milestone 1 Communicate geographically Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
Class 2 	Year A	Autumn 1	THE ROMANS (Revise milestone 1 Investigate places) Revisit Milestone 2 (Autumn B) Investigating Places - Ask and answer geographical questions about the physical and human characteristics of a location. - Explain your own views about locations, giving reasons. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. - Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. - Use a range of resources to identify the key physical and human features of a location. - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. - Name and locate the countries of Europe and identify their main physical and human characteristics.
		Autumn 2	FORCES AND MAGNETS
		Spring	TRADE Milestone 2 Investigate Patterns - Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. - Describe geographical similarities and differences between countries. Investigate Places - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers,

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			key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Communicate Geographically Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
		Summer	HISTORY Milestone 2 Investigating Places - Ask and answer geographical questions about the physical and human characteristics of a location. - Explain your own views about locations, giving reasons. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. - Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. - Use a range of resources to identify the key physical and human features of a location. - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. - Name and locate the countries of Europe and identify their main physical and human characteristics.
Class 2 	Year B	Autumn 1	CONTRASTING LOCATIONS Milestone 2 Investigating Places - Ask and answer geographical questions about the physical and human characteristics of a location. - Explain your own views about locations, giving reasons. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. - Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. - Use a range of resources to identify the key physical and human features of a location. - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

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			Name and locate the countries of Europe and identify their main physical and human characteristics.
		Autumn 2	DO WE NEED THE DARK? (Revise milestone 1 Autumn 2)
		Spring	WHAT WAS ELIZABETH LANE'S LEGACY? Milestone 2 Communicate Geographically - Ask and answer geographical questions about the physical and human characteristics of a location. - Explain your own views about locations, giving reasons. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. - Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
		Summer	HOW DOES YOUR GARDEN GROW? Milestone 2 Communicate Geographically Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
Class 3 	Year A	Autumn 1	ANCIENT CIVILISATIONS Milestone 3 Communicate Geographically - Describe and understand key aspects of human geography: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Investigate Places - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

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		Autumn 2	SPACE Milestone 3 Investigating Patterns Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
		Spring	WHAT IS A SCIENTIST?
		Summer	WHERE ON EARTH? Milestone 3 Communicate Geographically - A1/A2 Describe and understand key aspects of physical geography: - Including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Investigate Places - Name and locate the countries of North and South America and identify their main physical and human characteristics. - Collect and analyse statistics and other information in order to draw clear conclusions about locations. - Identify and describe how the physical features affect the human activity within a location.
Class 3 	Year B	Autumn 1	INVADERS AND SETTLERS Milestone 3 Communicate Geographically - Describe and understand key aspects of human geography: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Investigate Places (Revise Milestone 2) - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

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		Autumn 2	INVENTIONS Milestone 3 Communicate Geographically Describe and understand key aspects of human geography: use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
		Spring	STUDY OF A THEME IN BRITISH HISTORY LINKED TO LOCAL STUDY Milestone 3 Investigating Patterns - Understand some of the reasons for geographical similarities and differences between countries. - Describe how locations around the world are changing and explain some of the reasons for change. - Describe geographical diversity across the world. - Describe how countries and geographical regions are interconnected and interdependent Investigate Places - Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Communicate Geographically - B2 Through topic: discovery of Western Australia - climate zones, biomes - Focus biome: deciduous, temperate rainforest and grassland
		Summer	THE NATURAL WORLD Milestone 3 Investigate Places - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. - Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map) Communicate Geographically - Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). - B2 Describe and understand key aspects of physical geography: biomes.

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2. Mastery and retention for all (see Teaching and Learning policy)

- Progression within lessons
- Support and Challenge
- Effective use of additional adults
- Low threshold high ceiling activities
- Clear learning objectives and success criteria
- Explicit vocabulary teaching
- Knowledge sequence maps

3. Excellent Teaching supported by strong subject leadership

- Effective teaching and learning policy
- Non negotiables (Teaching the MB way)
- Excellent CPD
- Collaborative planning
- Easy to access resources (see resources list)
- Guidance - (see guidance list)

4. Rich and Broad Learning Experiences to support Cultural Capital

We provide practical, purposeful and authentic experiences for children to develop vocabulary, explore concepts and develop the skills to work as geographers. More specifically we provide:

- Opportunities to experiment and play e.g. play based curriculum into Year 1 e.g. small world play.
- Extensive practical resources (see resources list) e.g maps, atlases and compasses.

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- Frequent access to the local environment (both on and off site) e.g for field sketches and aerial mapping.
- Opportunities to work outdoors and off site to broaden their skills and experiences e.g. The Village Green, Earth Trust, The Arboretum, Hill End and Local Farms.
- Visits to cultural centres such as The Pitt Rivers, The Living Rainforest, The Oxford Museum.
- Links with maths, literature, history and science to learn about significant geographical locations and events e.g. history topic on ancient civilizations
- Opportunities to exhibit and explain their learning through class assemblies and displays.
- Extra curricular activities to sustain their interest and curiosity.

5. Thinking skills and Learning Habits

To deepen thinking skills in science we provide the following opportunities:

- Cooperative inquiry- and values- based approach where children approach issues collectively as problems to solve
- Critical discussion around global issues, reasoned argument and analysis
- Questioning skills
- Evaluation, making inferences and drawing conclusions
- Making comparisons and analysing
- Communicating ideas orally, in drawings and in writing (e.g. report writing and class presentations)
- Using learning habits and metacognition to think consciously and systematically about what they do.

6. Responsible Citizenship

In Geography we aim to maximise the environment in which we live so that we can then apply this knowledge to other cultures. We exploit the many opportunities for children to develop their sense of moral and social justice and to see their role as global citizens and agents of change. Curriculum drivers such as The Environment and Climate Change, Diversity, Global Citizenship and the exploration of different perspectives are woven into long and medium term planning. We create opportunities for children to engage in local, national and international issues both directly through classroom teaching and through initiatives such as Eco School status. This develops a deeper understanding of the world and of their role and responsibility within it.

IMPACT - Effect

Assessment

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The impact of our curriculum is that by the end of each milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it and are fluent with it; Many pupils have a greater depth of understanding. Pupils' have developed a connected understanding of our curriculum content. We track carefully to ensure pupils are on track to reach the expectations of our curriculum.

We assess and record children's learning outcomes through a variety of assessment methods including:

POP Tasks (proof of progress)

Children's work

Observation of lessons

Child interviews

Displays

Photographs

Anecdotal evidence

Insight

Supplementary Guidance

1. Resources List
2. List of in school planning resources
3. List of useful websites
4. List of useful subscriptions