St Luke's C.E. Primary School

Geography Policy

Langport Avenue

Longsight

Manchester

M12 4NG

Purpose:

The Curriculum at St Luke's is adapted to be a vocabulary rich, enquiry based curriculum; with a focus on improving pupils long and short term memory to improve accuracy and fluency of children's grasp of knowledge and skills; in order for learning to be progressional and for all children to be confident fluent readers.

The Geography curriculum meets the needs of the National Curriculum 2014 programmes of study as units of knowledge and skills.

This is further deepened, enhanced and supported by additional experiences, opportunities, resources in the form of the Enrichment curriculum and The Global Citizen and Mental Wellbeing curriculum.

Intent:

At St. Luke's CE, we believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. It helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. 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; to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

During their time at St. Luke's CE, we believe that children should develop their knowledge of both human and physical geography and develop their geographical skills. Consequently, the children will have the opportunity to become increasingly proficient and confident at:

- age-appropriate, accurate knowledge of physical and human characteristics of a wide range of globally significant place.
- using this knowledge to understand the actions of important geographical processes.
- understanding that these processes give rise to physical and human geographical features
- using geographical vocabulary which is appropriate and accurate
- collecting, analysing and presenting a range of data, gathered through fieldwork
- using and interpreting a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs
- communicating geographical information in a variety of ways

Lastly, within geography we aim to promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment.

Aims:

At St Luke's Primary school, we believe Geography is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. We believe that a broad and

balanced Geography education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.
Through Geography, in our school we aim to:

- Encourage the development of positive attitudes towards Geography.
- Foster curiosity: children's enthusiasm and curiosity for Geography is promoted at every opportunity.
- Prioritise practical: pupil led practical 'hands on' Geography learning is planned for and maximised, giving a real life context where possible.
- Have fun: Geography is engaging and fun.
- Promote talk and deeper thinking: 'Bright Ideas Time' is used as an effective tool to promote questioning and generation of ideas.
- Research carried out by doing further reading on topic, by using the internet and *books to enquire*.
- Be analytical: correct (age-appropriate) vocabulary is confidently used and modelled by staff.
- Get outside: the outside area and locality are utilised to provide regular outdoor learning experiences.
- Encourage open-mindedness, self-assessment, perseverance and developing the skills of investigation.
- Make cross-curricular links between Geography and other subjects and apply their mathematical knowledge to their understanding of Geography, including collecting, presenting and analysing information.
- Equip pupils with the knowledge required to understand the uses and implications of Geography, today and for the future.
- Develop knowledge and conceptual understanding.

Implementation:

In our EYFS the geography curriculum is covered within the Understanding of the World area of learning. Children in the EYFS have the opportunity to look at maps, watch videos sing songs and matching activities. In Key Stage 1 children are given the opportunity to study local as well as more global geography. Our geography topics are often linked to history and English topics to provide a developing context.

In Key Stage 2 rather than teach superficially across many geographical themes, geography at St. Luke is taught in depth in fewer topics. This gives children the opportunity to develop comprehensive knowledge and a wide range of concepts and skills of the regions and themes they study. In Key Stage 2 our children have the opportunity to study a good balance of human and physical geography and within this there is a balance between global and local geography. They are able to develop a wide range of geographical skills such as mapping and field work skills They are able to draw comparisons and make connections between different geographical regions. Each unit of work incorporates many cross curricular links with English, art, history and design and technology.

Rationale:

Geography is a way of finding out about the real world through methodical investigation, systematic observation, questioning and experimentation. In St Luke's primary, pupils are given appropriate learning opportunities so that they develop the skills needed to be active citizens within a rapidly changing world. Geography is a powerful and useful tool through

which children's understanding of the world around them is carefully developed. It is our aim to create a challenging environment that raises standards of achievement in Geography through high quality teaching and learning. Organisation of the subject to ensure progress over the academic year and across the life of the school in order to enable pupils to embed and deepen knowledge and understanding and ensure transferrable skills and knowledge. We aim to bring in cross curricular links where it is relevant. Pupils build up their skills and knowledge, developing the necessary ability to investigate, question and understand a range of concepts. To ensure that every child in St Luke's has access to quality teaching and learning and that staff maintain their commitment to raising standards in Geography.

Progress:

Activities are planned to allow children to develop key knowledge, concepts and skills and to progress according to their ability. Activities within classes are matched to specific ability groups. Opportunities are planned for open investigations that allow for differentiation by outcome. Children are presented with a range of activities.

Inclusion:

We are committed to ensuring that all pupils are able to access a broad, high quality curriculum and therefore we follow our accessibility policy. In order to meet the additional needs of individual SEND pupils at St Luke's, we tailor resources, organise the classroom environment and buy in further resources as and when the need arises. Additionally, we work through adaptive teaching to allow the pupils to fulfil to the best of their abilities as it improves self-esteem, allows them to build relationships and access their learning where needed.

We teach Geography to all children, whatever their ability. Geography forms part of the school's curriculum to provide a broad and balanced education for all children. Through our Geography teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Our work in Geography considers the targets set in the children's Individual Education Plans (IEPs).

Click here for our Accessibility Policy

Click here for the Global Citizen and Wellbeing Policy

Click here for our SEND Policy. Equality Act 2010

Click here for Health and Safety:

SEN:

At St Luke's we recognise the need to cater for children with special educational needs. Work is differentiated to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught. Word banks and visual cues can be provided, using symbols and words. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.

Health and Safety:

Children will be informed of any risk or hazard but will also be encouraged to assess and identify risks for themselves, before beginning any lesson. They will be shown how to use any equipment safely and advised, when appropriate, how to move around the classroom in a safe manner.

Resources:

There is a wide range of resources available to the school which will be maintained and monitored by the Geography Co-ordinator. The resources are a collective responsibility for the whole school, and pupils are encouraged to treat resources carefully and safely. This should be done under adult supervision with health and Safety requirement in mind.

By doing so, they:

- make sensible choices about which resources to use
- treat the resources with care
- use the resources with their own and other's safety in mind
- become independent learners

The surrounding areas offer a great resource for staff and pupils.

Reading:

Reading has the highest priority in our school:

The ability to read and comprehend fluently impacts on pupil's ability to access Geography and to attain and achieve to their maximum potential. Poor reading skills are a limiting factor to pupil's future life chances and the ability to deepen and widen their understanding of Geography.

In Geography, there is a wealth of new vocabulary for children to practise, learn and develop. Therefore, in lessons, teachers are conscious that some language may be complex for children to understand. Consequently, every effort is made by teachers to embed and secure a deeper understanding of terminologies through the use of reading, investigations, research, discussion, etc.

During Geography lessons children are given opportunities to practice many of the Geography skills that historians use such as arguing from evidence, communicating and evaluation information in addition to constructing explanations. Knowledge of vocabulary and Geography in general, will help our pupils with their reasoning and problem solving skills. As a result opportunities are provided for our children to transfer their reading and writing skills in Geography.

Vocabulary:

Our aim is for pupils to be able to read, spell and pronounce Geographical based vocabulary correctly.

Out of School Learning and Trips:

Children may receive Geography homework based on their current topic. Please see class page for topic, homework and Apps/links. Each year we provide all KS2 children with the chance to spend a night in the Peak District with their classmates and teachers. This area of Derbyshire is excellent for geographical investigation and gives the children the opportunity to compare and contrast this area with that of Longsight. The wider educational benefits of teaching and learning Geography through fieldwork in the natural and built environments include teamwork, motivation and its potential to influence positively the choice of Geography as a future subject of study. There are many other visits organised to link with the Geography topic being taught throughout the school.

Field Work:

It is encouraged that teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork. When sessions lead to leaving the school grounds staff must adhere to the Manchester Authority Risk Assessment procedures. Any water activities or work near water requires at least 10 weeks notification and application prior to the visit. (See additional risk assessment policies for further information and clarification.)

Spiritual, Moral, Social and Cultural Opportunities:

Geography is an excellent vehicle for developing children's learning in this area. Discussions about the use of the world's resources and the impact of different events on the lives of local people deepen the children's ability to understand and empathise with fellow humans across the globe. The opportunities to explore 'putting yourself in someone else's shoes' abound in the study of geography and it is embraced during the teaching wherever possible.

Enhancement Learning:

Weekly the children have an opportunity to do some further Geography work through the following enhancement activities.

- Construction (Building in the environment and around the world)
- Outdoor Games (Using a range of physical and manufactured features to develop physical skills)
- Gardening Club

Reporting:

In the children's annual report, a comment is made about their geographical knowledge, understanding and their skills development. Parents are informed of the topics to be covered at the start of each half term.

Geography Topics:

Year 1 – There's no place like home
- Seaside
- Local area

Year 2 – Home and Away
- Why don't penguins need to fly?
- Where food is grown

Year 3 – Feeling the pressure
- Earthquakes
- Megacities

Year 4 – Development and Diversity
- Changes in local area
- Jungles and deserts

Year 5 – Go with the Flow
- Rivers
- Volcanoes

Year 6 – Our World
- Climate change
- National parks

Year 1 Units Why do we like being by the seaside so much? & What is the Geography of where I live like?

Locational and Place knowledge	**Use maps and a globe** to identify the continents and oceans and understand that both a map and a globe show the same thing. **Locate** the continents on a paper map. **Use simple compass directions** (North, South, East and West) to describe the location of features on a map. **Locate** Designated country on the map **Study** pictures/videos of a locality and **ask geographical questions** e.g. What is it like to live in this place? How is this place different to where I live? **Express own views** about a place, people and environment. **Draw and label pictures** to show how places are different.
Human and Physical Geography	**Use basic geographical vocab to refer to key physical features including:** beach, coast, forest, mountain, sea, river, season: weather. **Use basic geographical vocab to refer to key human features, including:** city, town, village, factory, farm, house and shop.

	Be able to **verbalise and write about** similarities and differences between the features of the two localities. **Ask questions** about the weather and seasons. **Observe and record** e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. **Express opinions** about the seasons and **relate the changes** to changes in clothing and activities e.g. winter = coat, summer = t-shirts.
Fieldwork	**Observe and record information** about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school. Children to **take photos** of interesting things in the local area and **explain** what the photos show. On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to **create memory maps** to show the journey. **Study aerial photographs** of the school and label it with key features e.g. school, church, park, shops. Look at a simple map of the local area and **identify** the things they know and have seen. **Make a simple map.** **Create an aerial map of the school/local area as a class by using different sized blocks.**

Year 2 Units Why don't Penguins need to fly? & Why does it matter where our food comes from?

Locational and Place knowledge	**Use maps and globes** to **locate** the UK. Be able to **identify** the 4 countries and **label** the capital cities. **Explain the purpose** of a capital city and **form opinions** on how this affects population size. **Study** pictures/videos of two differing localities, one in the UK and one in a contrasting on European country, and **ask geographical questions** e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? **Draw pictures** to show how places are different and write comparatively to show the difference. **Express own views** about a place, people and environment. **Give detailed reasons** to support own likes, dislikes and preferences.
Human and Physical Geography	**Use both maps and globes**, **identify** the coldest places in the world – The North and South pole, related to their study of the Arctic. **Make predictions** about where the hottest places in the world are? Children to **identify** the equator and **locate** the places on the Equator which are the hottest. **Use basic geographical vocab to refer to key physical features, including:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

	Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Fieldwork	**Study maps and aerial photographs** and **use simple compass directions** (North, South, East and West) and **locational and directional language** to **describe** the location of features and routes on a map. **Draw own maps** of the local area; use and **construct basic symbols in a key**. **Observe and record the features** around the school e.g. the different types of plants, the animals seen by the river compared to the animals seen on the road, the different amounts of traffic on one road compared to the school road. **Children to make suggestions for the cause of the differences.** **Communicate findings in different ways** e.g. reports, graphs, sketches, diagrams, pictures. Children **make sketches/notes** of their trip to school/trip to the river and then **create a map to direct others** which uses a key and includes the main physical and human features.

Year 3 Units Why do some earthquakes cause more damage? & Why do so many people in the world live in megacities?

Locational and Place knowledge	Build on prior knowledge of UK regions by **using maps to locate countries of Europe.** **Study maps to make assumptions** about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. **Identify hilliest areas and flattest areas** as well as **decide** which rivers they think are the largest. **Study some pictures** of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. **Make reasoned judgements** about where the pictures are taken and **defend** e.g. a mountain top may be in France because there is a large mountain range there. **Match key landmarks to the country** and **make suggestions** as to how landmarks affect a country (tourism, economy etc) e.g. Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks. **Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.** **Using maps, locate** the Equator, the Tropics of Cancer and Capricorn. **Consider the countries and climates that surround these line**s and **discuss the relationships** between these and the countries. **Critically study photographs** – do they think these were taken close to the Equator or further away. Look at maps, pictures and other sources to **identify similarities and differences** between a UK region and a European or world city. **Compare physical and human features**, **draw conclusions, pose questions and use prior knowledge** of map reading. **Identify main trade and economy** in a megacity and **compare** to region of the UK. Look at settlements, particularly in relation to a country affected by earthquakes – what conclusions can be drawn?

	Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.
Human and Physical Geography	**Locate places in the world** where earthquakes occur. Understand and be able to **communicate in different ways** the cause of earthquakes and the process that occurs before an earthquake. **Draw diagrams, produce writing and use the correct vocabulary** for each stage of the process of an earthquake. **Ask and answer questions** about the effects of earthquakes. **Discuss** how earthquakes affect human life e.g. settlements and spatial variation. **Ask, research and explain the following questions**: Why did people choose to settle in regions prone to earthquakes **Relate land use and trade to settlements.**
Fieldwork	Use locational language to describe the location of points on a map of the school/local area. e.g. Tell the children some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds. **Plan a tour** of the school, which includes a **map/ plan** of the school and the **main geographical features you would see identified, with a key.** **Take digital photographs** of the main features of the school and **plot them on to a map** to show the route round the school, **using coordinates** to show where these key features are **Undertake environmental surveys** of the school grounds - litter, noise, likes/ dislikes, areas for improvement Use the school grounds to **undertake weather surveys**, including wind direction, where the sun shines (north, south, west), **recording a changes and observations using a method of choice** e.g. rainfall - is it the same on all sides of the school. **Make an aerial plan/map of the school**, drawing round different sized blocks (moved on from year 1 collective aerial planning using blocks).

Year 4 Units How and why is my local area changing & Why are jungle so wet and deserts so dry?

Locational and Place knowledge	**Identify** the different hemispheres on a map. **Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.** **Locate and label** different countries/continents in the Northern and Southern hemisphere. **Raise questions** about the different hemispheres and **make predictions** on how they think life will be different in the two hemispheres. **Use and explain** the term 'climate zone'. **Identify** the different climate zones. **Ask questions and find out** what affects the climate. **Use maps** to identify different climate zones. **Discuss and compare** the climate zones of the UK and **relate this knowledge to the weather in the local area.** Children to **ask questions** about global warming. **Discover the cause** of global warming and **research the implications.** **Reach reasoned and informed solutions** and **discuss the consequences** for the future. **Identify changes** to be made in own lives in response to this.

	Understand the term 'biome'. **Use knowledge of this term to make suggestions** for places in the world which may be biomes. Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to **use maps to locate areas** they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. **Defend reasoning using knowledge of maps.** Focus on Amazon rainforest – **identify** the climate, the habitats, the plant and animal types and how people live in the rainforest. **Study life** in the Amazon rainforest through primary sources **– recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.** **Discuss** how the rainforest may be linked to us e.g. trade. **Locate** other rainforests using Google earth and maps, identifying patterns in their location. Whilst studying a desert/rainforest**, use photographic evidence to raise questions** about the climate and living conditions there. **Make assumptions based on images/videos/Google Earth searches** about life there and the animals which may survive in those conditions. **Make comparisons** between this biome and others, discussing with classmates the similarities as well as the differences. **Select items required** to survive in desert conditions. **Develop informed opinions** about global warming in relation to the rainforest/desert and **develop reasoned arguments** about our role on the planet. Linked to Science, study photographs of rainforest/desert animals and **reflect** on how the animals are adapted to the conditions. **Design interesting and relevant studies** that may be carried out in a rainforest/desert. **Compare life in** rainforest **with life in the UK**. Chn **present their views in a variety of ways** (diary, report etc) on what they think life in a desert is like. Read real accounts and compare. **Use maps, globes and Google Earth** to identify rainforests/deserts. Looking at a map of climate zones, children to **use prior knowledge** of the world to identify the climate they think may exist in different parts of the world. Identify and **mark on a map** the different countries that include rainforests/deserts. **Identify the major cities and consider how they d**iffer to other regions in the country. Looking at photographs, children to **compare and contrast** two differing regions Using photographs, children to **make connections** between rainforests/deserts and the UK. **Locate the mountain ranges, rivers and oceans.** **Consider how the location of these geographical features has shaped life**. Refer to UK e.g. London and the Thames/Lake District. **Understand how geographical features are marked on a map.** Using this knowledge, children to **study world maps to identify other major cities, hilly areas, rivers etc**. **Ask geographical questions** e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones etc).
Human and	Look at pictures and labelled diagrams of different historical settlements over time. **Produce own pictures and labelled diagrams.**

Physical Geography	**Ask and answer questions through own knowledge and self-conducted research:** What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? **Study maps** of Anglo Saxon and Roman settlements**. Draw conclusions** about the location of the settlements based on prior knowledge. **Compare with current maps** and **make suggestions about change.** **Study how land in the local area was used** during the historical periods studied. Look at land use in the same area today and **consider how and why this has changed**. **Identify main economies** in the immediate area. **Compare with trade in the past**. Why has this changed?
Fieldwork	**Design questions and studies** to conduct in the local area. **Identify local features on a map** and begin to **experiment with four figure grid references**, using them to **locate and describe local features**. **Undertake surveys.** **Conduct investigations.** **Classify buildings.** **Use recognised symbols to mark out** local areas of interest on own maps. **Choose effective recording and presentation methods** e.g. tables to collect data. **Present data in an appropriate way using keys to make data clear.** **Draw conclusions from the data.**

Year 5 Units What is a river? & How do volcanoes affect the lives of people?

Locational and Place knowledge	**Confidently use maps, globes and Google Earth.** **Use atlases/maps to describe and locate** places **using 4 figure grid references**. **Locate** the Equator on a map, atlas and globe and **draw conclusions** about the climates of countries on the Equator and on the tropics. **Locate** largest urban areas on a map and **use geographical symbols** e.g. contours to identify flattest and hilliest areas of the continent. **Ask questions** e.g. what is this landscape like? What is life like there? **Study photos/pictures/maps** to **make comparisons** between locations. **Identify and explain** different views of people including themselves. **Use maps to locate features** of the UK e.g. rivers, mountains, large cities. **Explain and defend** which are physical and which are human features. **Label** counties, cities, mountains and rivers. **Study photographs and maps** of 3 different locations in the UK. **Ask Geographical questions** e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?
Human and Physical Geography	**Use the language of rivers** e.g. erosion, deposition, transportation. **Explain and present the process** of rivers. **Compare** how river use has changed over time and **research the impact** on trade in history. **Research and discuss** how water affects the environment, settlement, environmental change and sustainability. **Identify trade links** around the world based on a few chosen items e.g. fish **Discover** where food comes from.

	Discuss and **debate** fair trade**.** **Investigate the facts and join in a reasoned discussion.** **Generate solutions** and **promote ethically sound** trade. **Study maps and pictures** of Victorian Manchester. **Compare and contrast** photos and maps from today. **Discuss land use** and **draw conclusions** about the reasons for this based on the human inhabitants and changing needs. **Explain and present the differences** between Victorian Manchester and present day Manchester. **Reflect on the impact trade** has on an area and **generate ideas for cause and effect.**
Fieldwork	**Look for evidence** of past river use by visiting the location. **Make field notes/observational notes** about land features. Visit a river, **locate and explain the features.** **Take photographs to support findings** e.g. showing different transport used in the area today which would not have been used during Victorian times. **Study pictures** of the river in Victorian times and **compare and contrast.** **Select a method to present the differences in transport in the area today.** **Record measurement of river width/depth.**

Year 6 Units Who are Britain's national parks for? & How is climate change affecting the world?

Locational and Place knowledge	**Use 6 figure grid references** to identify countries and cities in the world, the main mountain ranges and the longest rivers. **Understand how these features may have changed over time.** **Select the most appropriate map for different purposes** e.g. atlas to find a country, Google Earth to find a village. **Explain the climates** of given countries in the world and **relate this to knowledge** of the hemispheres, the Equator and the Tropics. **Locate** the major cities of the world and **draw conclusions** as to their similarities and differences. **Use maps** to identify longitude and latitude. Study maps **to identify environmental regions**. **Compare and contrast** these regions. **Locate the key physical and human characteristics**. **Relate these features to the locality** e.g. population sizes near tourist landmarks/rivers, transport links to mountains. **Locate all the man made features** relating to national parks. **Reflect on the importance and value of the tourism** industry in these areas.
Human and Physical Geography	**Describe and explain the processes** that cause climate change. **Draw conclusions** about the impact of climate through the study of photographs, population numbers and other primary sources. **Study photographs, aerial photographs and maps** of Manchester pre-war, post war and present day. Compare maps and aerial photographs. **Make comparisons** and **reflect on the reasons** for the differences.

	Study population numbers throughout the course of WWII and **reflect on the reasons** for changes. Study pictures of land use during these three periods. **Draw conclusions and develop informed reasons for the changes.** Study one key building in the locality during the three periods (e.g. hospital) and **reflect on the changes.** **Look at maps on different scales and calculate scales on own maps.** **Research and present** Britain's export trade. **Ask and answer the following geographical questions:** What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?
Fieldwork	• **Undertake a traffic survey** of the local main road - **tally counting**, types of vehicle observed, **comparing the traffic flow at different times of the day**, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses • **Collate the data collected** and **record it using data handling software** to produce graphs and charts of the results. • **Ask Geographical questions e.g.** how is traffic controlled? What are the main problems? - **Undertake a street/ noise survey** of the local road/ high street - **Undertake a general survey** of the local road/ high street: • **Form and develop opinions** e.g. Do the pupils like/ dislike the road/ street • **Compare road** with another busier/ quieter street/ road • **Make suggestions and reflect on own beliefs.** Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment? - With the children's help, **design and carry out a survey of the views of people** in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. **Use local maps to find other routes** traffic might take. - **Report on** the effects of environmental change on themselves and others. - **Carry out a role-play** where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road. - **Select methods for collecting, presenting and analysing data** - **Analyse evidence and draw conclusions** - **Be aware of own responsibility in the world**

Year 1

Theme: There's No Place Like Home	
Unit 1	Why do we like being by the seaside so much? • How is the seaside different from other places? • How do people enjoy themselves at the seaside? • What effect do people have on the seaside?

	Key vocabulary: seaside beach coast cliff sand dune town city ocean pollution litter traffic environment habitat
Unit 2	What is the geography of where I live like? • Whereabouts in the UK do we live? • What can maps show us about where we live? • What are the human and physical features of our local area? Key Vocabulary: geography local urban city map United Kingdom Great Britain England Manchester Longsight human physical natural

Year 2

Theme: Home and Away	
Unit 1	Why don't penguins need to fly? • What is the Antarctic and what can be found there? • How are penguins able to survive in the Antarctic but polar bears can't? • How does the Antarctic compare with the Sahara desert? Key vocabulary: biome continent sphere hemisphere globe equator desert North Pole South Pole temperature ice snow blizzard
Unit 2	Why does it matter where my food comes from? • What kind of food is the UK famous for? • Where does our dairy food come from? • Which of our favourite fruits and vegetables are grown in the UK? Key Vocabulary: farmland agriculture crops business pasture dairy arable landscape weather harvest food miles trade import export

Year 3

Theme: Feeling the pressure

Unit 1	Why do some earthquakes cause more damage than others? • Why does New Zealand have so many earthquakes? • Do the biggest earthquakes always cause the most destruction? • What is the link between volcanoes and earthquakes? Key vocabulary: tectonic plates crust pressure magma core fault Richter Scale magnitude Pacific Ring of Fire epicentre tsunami
Unit 2	Why do so many people now live in Megacities? • What are Megacities and where are they located? • What do Milton Keynes and Brasilia have in common? • How do the advantages of living in large cities compare with the disadvantages? Key Vocabulary: settlement economic urbanisation migration global employment housing population transport infrastructure overcrowding

Year4

Theme: Development and Diversity	
Unit 1	How and why is my local area changing? • Why do places change? • How did my local area change as a result of the World Wars? • Is our local area changing for the better? Key vocabulary: redevelopment demographics population growth regeneration residential commercial land use recreation density
Unit 2	Why are jungles so wet and deserts so dry? • What are the world's climates? • How do climates affect plant and animal life in different areas? • Why does South America have such extremes of climate? Key Vocabulary: Topic of Capricorn Tropic of Cancer humid rainfall vegetation meteorology adaptation deciduous coniferous tropical

Year 5

Theme: Go with the Flow

Unit 1	How does the course of a river change from source to mouth? • What part do rivers play in the water cycle? • What impact do humans have on rivers? • Why is flooding such a hot topic at the moment? Key vocabulary: source features erosion upper middle lower floodplain meander confluence tributary hydrological precipitation ecosystem
Unit 2	How do volcanoes affect the lives of people living in Iceland? • What causes volcanoes to erupt? • How were the people of Heimaey affected when Eldfell erupted in 1973? • Why do people choose to live in an area of volcanic activity? Key Vocabulary: geothermal archipelago magma chamber metamorphic igneous sedimentary tourism fjord evacuation geyser natural resources

Year 6

Theme: Our World	
Unit 1	How is climate change affecting the world? • Why is Elhaji cleaning shoes on the streets of Banjul? • Why can't Oliva insure her home? • Why are people living in Starcross making flood plans? Key vocabulary: subsistence drought famine conurbation heatwave embankment tidal surge sea-level renewable fossil fuel greenhouse gases
Unit 2	Who are Britain's National Parks for? • Why are National Parks described as Britain's breathing spaces? • What makes National Parks so important? • Whose responsibility is it to look after our National parks? Key Vocabulary: leisure heritage culture reservoir preservation glacial limestone AONB rural remote conservation protection interaction

Implementation and Planning:

Geography is a subject in the National Curriculum. Statutory requirements for the teaching and learning of Geography are laid out in, 'The National Curriculum in England Framework Document for Teaching', September 2014 and the 'Statutory Framework for the Early Years Foundation Stage', September 2014.

KS2, KS1 and Foundation stage (Understanding the world) teachers should be teaching Geography for a minimum of one hour each week or equivalent pro rata.
Geography will be taught as sequenced units of work that develop specific areas of knowledge and understanding throughout KS1 and KS2. Activities will be planned in such a way as to ensure equal access for all children. Where possible Geography will be linked to topics but will also be taught through discrete lesson to ensure coverage of the curriculum.

Geography pervades every aspect of our lives and we will relate it to all areas of the curriculum. We will also ensure that pupils realise the positive contribution of both men and women to Geography and the contribution from those of other cultures. We will not only emphasise the positive effects of Geography on the world but also include problems, which some human activities can produce. Planning and curriculum coverage will be monitored by the Head, SLT and Geography Subject Leader.

Impact

Impact will be measured by:

- Outcomes
- Assessment
- Attendance
- Behaviour
- Monitoring

To ensure school is ambitious for all its pupils.

Purpose of Study and Outcomes:

A high-quality Geography education provides the foundations for understanding the world. Geography has changed our lives and shaped our future, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of Geography. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how Geography can be used to explain what is occurring and analyse causes.

Assessment:

Assessment, Recording and Reporting of Attainment:

We use assessment to inform and develop our teaching.

- We assess for learning (AfL). Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve. Activities during, and at the end of, each topic record achievement and celebrate success.
- Weekly evaluations are done and teachers upload the information to trackers termly.
- Gap analysis of summative data (outcomes) to identify strengths, weaknesses, areas for further development and gaps (3 x years).
- PPM meetings – Half termly with assessment coordinator identifying attainment and progress of individuals/cohorts where support/interventions needed for pupils not

on track to achieve their targets or where targets need altering to reflect challenge or accelerated progress being made

- We mark each piece of work positively, making it clear verbally, or on paper, where the work is good, and how it could be further improved and by asking questions designed to extend and scaffold further learning.
- 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. This will be tracked and monitored over time.
- This teacher assessment is based on assessment records and work samples.
- Reports to parents are written once a year, describing each child's attainment in Geography through our topic-based approach.

Classroom Management:

A range of teaching methodologies will be employed, depending on the age and ability of the children and the nature of the skills and knowledge being taught. At St Luke's we have a flexible timetable to allow all children to learn at their pace and ability. Children will participate in both guided and investigative practical work and activities where secondary sources of information are used. They will work individually, in groups and as a whole class. Scientific vocabulary will be introduced, alongside explanations of meaning and children will be encouraged to articulate scientific concepts clearly and precisely. The classroom organisation and planning will take into consideration the differentiated needs of pupils, including the more able.

Monitoring and Evaluation:

Monitoring and review it, is the responsibility of the Geography Subject Leader, the Headteacher and Governors to monitor the standards of children's work and the quality of teaching in Geography. The Geography Subject Co-ordinator is also responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. An action plan is written and reviewed annually.

Attendance and Punctuality:

Poor attendance and punctuality impact negatively on learning creating gaps with a possible impact on social and emotional wellbeing (more acute where attendance is significantly below the expected).

Behaviour:

Where behaviour leads to pupil disengagement and/or impacts on the learning and progress of children the Head and SLT will swiftly intervene by the following actions.

Document Control	
Title	**Policy**
Date	**May 2020**
Review	**Initial Review April 2022 and then annually thereafter** **Reviewed and Revised March 2023**