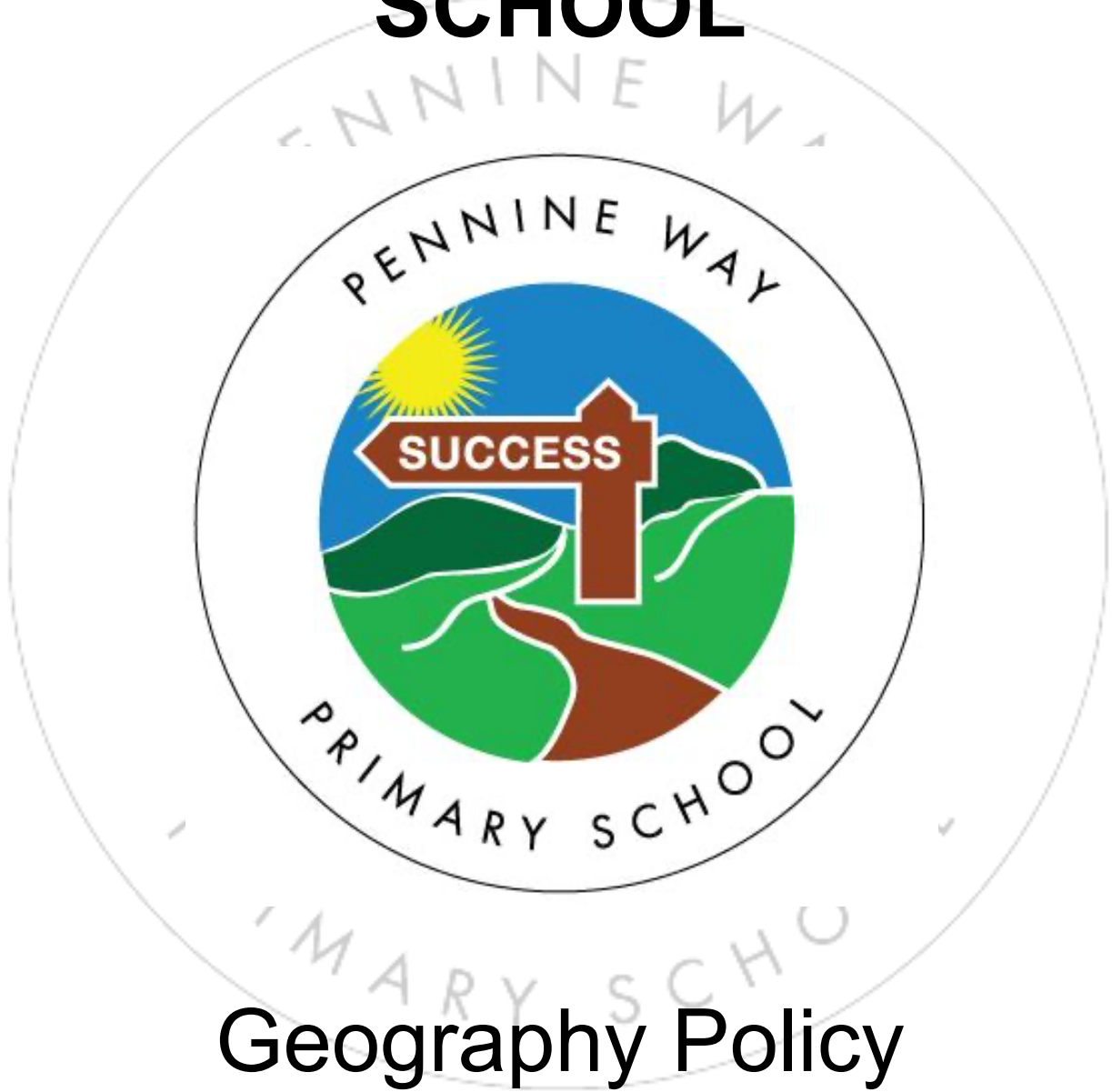


PENNINE WAY PRIMARY SCHOOL



Geography Policy

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Curriculum](#)
4. [Teaching and learning](#)
5. [Planning](#)
6. [Assessment and reporting](#)
7. [Monitoring and review](#)
8. [Marking/feedback](#)



Statement of intent

Mission Statement: Happiness is.....

Together as a team providing an exciting and challenging learning environment which maximises independence, resilience and potential for all; Being proud of who we are, celebrating the strengths and differences that we have, working together as responsible and caring members of society as we walk the Pennine Way Pathway to Success.

Curriculum Intent:

At Pennine Way the intent for our curriculum is for it to reflect our local area and community, whilst enabling pupils to understand how Carlisle and Cumbria fit into the national and international picture. All subjects at Pennine Way are given equal importance and are all underpinned by skills as well as knowledge to improve our pupils' long term memory. These skills are built upon throughout a pupil's pathway through our school in order for them to make meaningful connections between their life experiences and the experiences that they are learning about. At the end of their journey at Pennine Way, pupils will be able to utilise the skills and knowledge gained in a variety of contexts.

Geography Intent:

In Geography at Pennine Way Primary School, our intent is to equip children with the skills and knowledge about human and physical Geography, as well as provide them with field work and practical opportunities to practice the skills in a real context. We intend to develop long term memory and retention of information and this will provide children with lifelong knowledge and experience about the world around them, enabling them to combat issues surrounding Geography such as climate change.

Signed by:			
	Headteacher	Date:	
	Chair of governors	Date:	

1. Legal framework

1.1. This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: geography programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

2.1. The Geography subject leader(s) is/are responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of Geography, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all Geography resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of Geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of geography in subsequent years.

2.2. The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' Geographical skills, with due regard to the National Curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the National Curriculum.
- Liaising with the Geography subject leader(s) about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class.

- Reporting any concerns regarding the teaching of the subject to the Geography subject leader(s) or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

3. Curriculum

3.1. Early Years provision

Geography-based activities will be used to develop pupils' understanding of the world by finding out about the locality as well as comprehending a world beyond their local community.

3.2. Pennine Way Primary School's Curriculum Skills Progression document underpins all of our curriculum objectives and delivery of Geography curriculum.

3.3. KS1 pupils will be taught to

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical Geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge:

- Name and locate the world's 7 continents and 5 oceans.
- Name, locate and identify characteristics of the countries and capital cities which make up the United Kingdom (UK) and its surrounding seas.

Place knowledge

- Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.

Human and physical geography

- Identify seasonal and daily weather patterns in the UK.
- Locate hot and cold areas of the world in relation to the equator and North and South Poles.
- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

- Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding environment.

3.4. KS2 pupils will be taught to

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational knowledge

- Use maps to locate countries around the world, concentrating on Europe's (including the location of Russia) and North and South America's environmental regions, countries, major cities and key human and physical characteristics.
- Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region in the UK, a region in a European country, and a region within North or South America.

Human and physical geography

- Describe and understand key aspects of:
 - Physical - including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - Human geography - including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

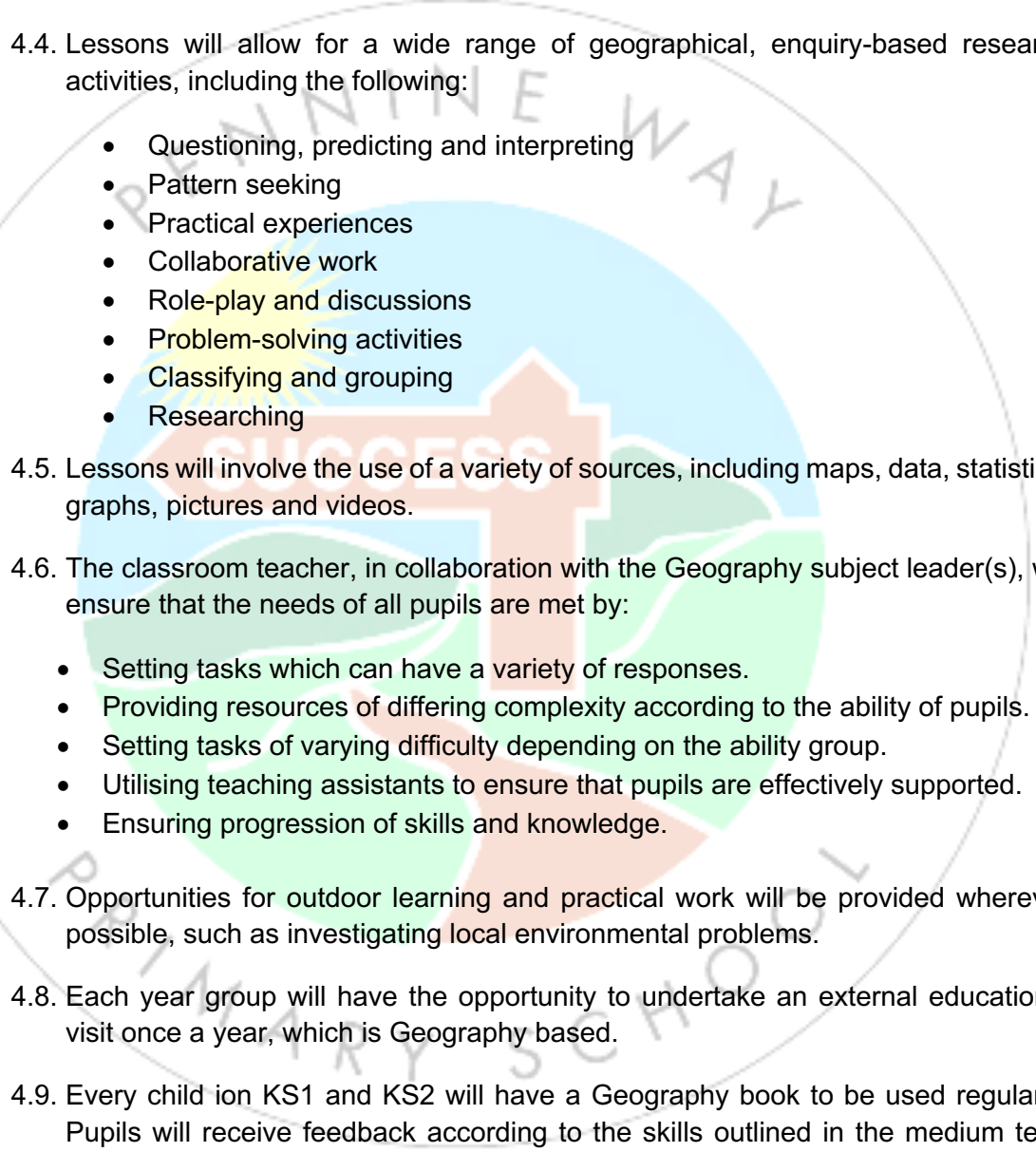
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies.
- Use the 8 points of a compass and four- and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

3.5 Cross-curricular links

Where this will be good quality, in line with our school skills and relevant, the Geography curriculum will provide opportunities to establish links with other curriculum areas.

English

4. Teaching and learning

- 
- 4.1. Field work and real life, practical experiences will be used as much as possible to deliver Geography lessons.
- 4.2. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
- 4.3. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.
- 4.4. Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:
- Questioning, predicting and interpreting
 - Pattern seeking
 - Practical experiences
 - Collaborative work
 - Role-play and discussions
 - Problem-solving activities
 - Classifying and grouping
 - Researching
- 4.5. Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos.
- 4.6. The classroom teacher, in collaboration with the Geography subject leader(s), will ensure that the needs of all pupils are met by:
- Setting tasks which can have a variety of responses.
 - Providing resources of differing complexity according to the ability of pupils.
 - Setting tasks of varying difficulty depending on the ability group.
 - Utilising teaching assistants to ensure that pupils are effectively supported.
 - Ensuring progression of skills and knowledge.
- 4.7. Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.
- 4.8. Each year group will have the opportunity to undertake an external educational visit once a year, which is Geography based.
- 4.9. Every child from KS1 and KS2 will have a Geography book to be used regularly. Pupils will receive feedback according to the skills outlined in the medium term plan (see feedback section for further details).

5. Planning

- 5.1. All relevant staff members are briefed on the school's planning procedures as part of staff training.
- 5.2. Throughout Pennine Way Primary School, Geography is taught as a discrete subject, with additional application opportunities as part of other subjects, when appropriate.
- 5.3. Teachers will use the key learning content in the DfE's statutory guidance 'National Curriculum in England: Geography programmes of study'.
- 5.4. Plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- 5.5. The Curriculum map and Curriculum Skills Progression document will be used as the long term plan (example below) to show the studies to be taught within each year group. Coverage will be ticked for Autumn, Spring or Summer on the Curriculum Skills Progression document.
- 5.6. Medium-term planning will include the objective covered, the skill covered and the lesson content containing key vocabulary, differentiation, as well as highlighting the opportunities for assessment. The MTP will also include the lesson format, every lesson will follow the following format: Picture and consolidation, Memory, Discover, Interpret, Reflect.
- 5.7. Medium-term plans will be shared with the Geography subject leader(s) to ensure there is progression between years.
- 5.8. Every lesson will have either interactive or physical resources available, outlined in the medium term plan and saved as a separate file (i.e. lesson 1 folder containing all resources required). The resource will include the activities/resources for each part of the lesson (Picture and consolidation, Memory, Discover, Interpret, Reflect).
- 5.9. Each study will have a knowledge organiser (a summary of information about the study), which will be in the pupils' book, available for them to use throughout the study to refer to.
- 5.10. Knowledge notes for each objective or skill (this maybe over a couple of lessons. The knowledge note will follow the same format as the planning and resource (Picture and consolidation, Memory, Discover, Interpret, Reflect).

5 Assessment and reporting

- 5.10 Pupils' will be assessed against the Geography skills using Fisher Family Trust at the end of each study.

6 Monitoring and review

- 6.10 This policy will be reviewed on a bi-annual basis by the Geography subject leader(s).

6.11 The Geography subject leader(s) will monitor teaching and learning in the subject at Pennine Way Primary School, ensuring that the skills and content of the National Curriculum is covered across all phases of pupils' education.

6.12 Any changes made to this policy will be communicated to all teaching staff.

7 Marking and feedback

7.10 Every piece of work will be given feedback. This can be either: verbal feedback, self assessment, peer assessment, skills acknowledgement. Marking can either be in books or on Showbie (Work/Folders must be labelled according to the Showbie Policy).

7.11 Geography skills, need to be focused on, as well as, Geography vocabulary related to the study.

