



Ryelands Primary and Nursery School

Geography Subject Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

This policy should be read in conjunction with the following documents:

- Curriculum Policy
- Teaching and Learning Policy
- Feedback and Marking Policy

This policy will be reviewed as appropriate by the subject co-ordinator and members of the Senior Leadership Team.

Policy Created:	February 2016		
First Presented to Governors for approval:	3 rd February 2016 (Curriculum Committee)		
Proposed Review Cycle/Date:	3 Year		Next Review: February 2026
Approved by (Headteacher)	Approved by (Governor)		
Date:	Date:		
Review History			
Date: May 2021	Date: February 2023	Date:	
Key Changes: <ul style="list-style-type: none">• Assessment including Learning Mats.• Overview of programmes of study.• Subject Statement.	Key Changes: <ul style="list-style-type: none">• Curriculum overview – some topics have changed to ensure coverage of the full curriculum.	Key Changes:	
Presented to Governors:	Presented to Governors: Curriculum Committee 8/2/2023	Presented to Governors:	

1. Ryelands School – Mission Statement

Imagine believe achieve

In our school community every individual is respected valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life themselves and the world around them. Through learning we foster curiosity, perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement effort and by embracing challenge.

2. Aims

Geography is a foundation subject within the National Curriculum. The aims of Geography in this school are to:

- Develop children's geographical understanding and competence in specific geographical skills;
- Help children acquire and develop the skills and confidence to undertake, investigation, problem solving and decision making;
- **Stimulate the children's interest in and curiosity about their surroundings using our locality for learning.**
- Create and foster a sense of wonder about the world as well as where we live;
- Engage learners through creativity exploring link with other subject including reading and art.
- Inspire a sense of responsibility for the environments and people of the world we live in;
- Increase the children's knowledge and awareness of our changing world, so that they will want to look after the Earth and its resources and think about how it can be improved and sustained;
- Begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion;
- Develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

3. Subject Statement

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. At Ryelands, we centre our geographical learning on our locality utilising the opportunities it provides. We place an emphasis on 'place-based learning' to provide our pupils with aspirational opportunities using real life skills and to place importance on the 'stickability' of knowledge.

4. Teaching and Learning including Planning and Organisation

Within classes pupils are taught individually, in groups or as a class when appropriate. It is recognised that through group work and co-operation, effective learning and understanding are promoted; but to ensure differentiation and assessment children may work individually or as a class.

The National Curriculum for Geography has been spread over the different key stages to allow for progression and coverage.

Individual teachers plan half termly (dependent on Geography being covered that half term) in accordance with the main overview and skills based progression document, adapting and changing their plans if needed as the topic is taught to meet the individual needs of the children.

5. Curriculum Overview and Progression including visitors, trips and extra-curricular provision

The following is a plan for the curriculum overview for the school:

Year	Term 1	Term 2	Term 3
1	<p><i>Lost in the Toy Museum</i></p> <ul style="list-style-type: none"> use simple field work skills to look at the local environment Explore and discover the interesting features of the local environment 	<p><i>'Where Do We Live'</i></p> <ul style="list-style-type: none"> - to identify 4 countries of the UK and the capital cities of the UK - use four compass directions and simple vocabulary. - locate 7 continents and 5 oceans of the world - locate the 4 countries of the UK and to use atlas' to find different towns and cities in the UK - identify places which are near and far to Lancaster - to make simple plans of the school building 	<p><i>Muddy Boots</i></p> <ul style="list-style-type: none"> • identify seasonal / daily weather patterns in the UK • Recognise different types of weather and climate • Communicate in different ways using simple geographical information and vocabulary • Explore and discover where different foods come from <p><i>'What Can You See at the Sea?</i></p> <p>Identifying the differences between the human and physical features at the seaside</p> <ul style="list-style-type: none"> • Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world • Explore and discover the interesting features of the local environment • Recognise and observe main human and physical features • Express their own views about features of the environment • Communicate in different way
2	<p><i>Born Survivor</i></p> <ul style="list-style-type: none"> • Use simple compass directions • Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language • Use field work and observational skills to carry out simple tasks • Use aerial photographs and plan perspectives to identify landmarks and features • Make simple maps and plans 	<p><i>World Wide Wanderers</i></p> <ul style="list-style-type: none"> • Compare the local area to a non-European country, • use basic vocabulary to describe a less familiar area, use aerial images and other models to create simple plans and maps using symbols. • Seasonal and daily weather patterns, hot and cold areas in relation to the equator. • Ask and respond to geographical questions about people, places and environments • Investigate, measure and record changes in the weather • Recognise, observe, describe and record physical and human features Identify links between their locality and other places in the UK and beyond • Discuss how weather affects our lives Locate key features on globes, maps and plans • Make simple comparisons between features of different places and say how these features influence life there 	
3	<i>What the Romans did for Us!</i>		<i>The Rainforest</i>

	<ul style="list-style-type: none"> • Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans. <ul style="list-style-type: none"> • Use appropriate geographical vocabulary to communicate their findings. • Recognise similarities and differences between people's lives during different periods of time <p><u>Where and What is Wales?</u></p> <p>Ask and respond to questions to develop a sense of place</p> <ul style="list-style-type: none"> • Collect and record evidence and begin to offer explanations • Investigate key aspects of human and physical geography • Explore places with different climate zones • Identify where significant places are located in the UK, Europe and the wider world <ul style="list-style-type: none"> • Identify similarities and differences between places and environments and understand how they are linked • Identify how the ways in which people live sometimes have consequences for the environment • Use appropriate geographical vocabulary to communicate their findings • Collect and analyse a range of data from simple fieldwork experiences • Use atlases, globes, maps and plans at a range of 		<ul style="list-style-type: none"> • Ask and respond to questions to develop a sense of place • Collect and record evidence and begin to offer explanations • Investigate key aspects of human and physical geography • Explore places with different climate zones • Identify where significant places are located in the UK, Europe and the wider world <ul style="list-style-type: none"> • Identify similarities and differences between places and environments and understand how they are linked • Identify how the ways in which people live sometimes have consequences for the environment <ul style="list-style-type: none"> • Use appropriate geographical vocabulary to communicate their findings • Collect and analyse a range of data from simple fieldwork experiences • Use atlases, globes, maps and plans at a range of
4	<p><u>Anglo Saxons and Vikings</u></p> <ul style="list-style-type: none"> • Use maps, atlases and globes and digital computer mapping to locate countries and features studied • Human geography, including: types of settlement and land use • Name and locate countries and cities of the United Kingdom, 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 these have changed over time <p><u>The Plague</u></p> <ul style="list-style-type: none"> • Name and locate countries and cities of the United Kingdom • Human geography, including: types of settlement and land use <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p><u>World Wide Wanderers-How is France different from the UK?</u></p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p><u>Water World</u></p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Name and locate counties and cities of the United Kingdom, 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
5	<p><u>Ancient Egypt</u></p> <p>(History with Geography links)</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and 	<p><u>Our Planet</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<p><u>Survival</u></p> <p>(High Row visit)</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge

	<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, 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 and significance 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) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-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 	<p>of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> • 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 <p>Crime and Punishment Incorporating Britain's involvement in The Slave Trade (History with Geography Links...Local Links) • Consolidates all skills taught in previous terms</p>
6			<p>Lakes, Meres and Waters</p> <p><u>Geographical skills and fieldwork</u> ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>♣ 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 Geography 187</p> <p>♣ 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</p> <p><u>Locational Knowledge</u></p> <p>♣ name and locate counties and cities of the United Kingdom, 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</p> <p>South America</p> <p>-locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>♣ name and locate counties and cities of the United Kingdom, geographical</p>

		<p>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</p> <ul style="list-style-type: none"> ♣ identify the position and significance 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) <u>Inca Tribe</u> ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
--	--	---

At Ryelands Primary School, we follow a skills based approach and there is a progression of skills related to each year group which is used to inform planning and assessment to ensure progression.

6. Assessment, Recording and Reporting

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school.

Assessment techniques include:

- Teacher's observation of pupils.
- Teacher – pupil discussion and teacher questioning.
- Work scrutiny
- Use of Pupil Subject leaders to observe and ask 'Key Questions'

Teachers will also complete a Curriculum Assessment Point (CAP) after each topic is completed. This will give an assessment of the children's progression against the KLIPs document for each year group.

Parents receive a yearly School Report which includes a Geography comment.

Parents are welcome to contact the class teacher at other times to arrange mutually convenient times to discuss any matters arising; in addition to the above.

7. Inclusion including meeting the needs of SEN pupils and children entitled to PPG funding

Geography provides effective learning opportunities for all pupils. This includes:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- All pupils will have access to a broad, balanced curriculum, which includes Geography.
(see special needs policy)

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

8. Resources

Each classroom has a globe on display and there is access to topic boxes in the geography cupboard. Atlases and maps appropriate for each Key Stage are available in the school library along with further geography themed book to support the different topics we teach. To further geographical skills, we have a World Maxi Map available to use in the hall along with an orienteering course plotted around the school grounds. The children are also given the opportunity to go on field trips around the local area and beyond.

9. Professional development and training

The subject leader attends local conferences and subject update courses when available and then reports back to school in staff training. The teachers are able to attend courses to update their subject knowledge and learn new and exciting ways to teach the topics.

10. Health and Safety

If a class attends a trip out of school, a risk assessment is completed and pre visits are made wherever possible.

11. Roles and Responsibilities

The Subject leader's role is:

- Review and contribute to teacher planning
- Prepare policy and develop policy
- Provide consultancy, advice, skills
- Specifying and ordering resources in consultation with staff
- Monitoring teaching and learning in Geography

The teacher's role is:

- Plan for and teach exciting and stimulating geography lessons.
- Use the progression of skills document to ensure progression in the subject.
- Use assessment to influence future planning (CAP).
- Plan extended writing tasks within the subject.

12. Monitoring and Evaluation

The Subject lead, Curriculum lead and Assessment lead will monitor planning, teaching and learning, assessment and coverage of all topics for Geography.

This policy for Geography will be reviewed. Evaluation will take into account:

- External inspection/advice
- Staff development
- Coverage of programmes of study