Policy:	Geography

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Key changes/notes:
There are no changes from the previous version of this policy.

Statutory Requirement:	No
Proposed Renewal Cycle:	Two years
Proposed annual review authority:	Governing Body
Policy Section:	Governance

Let the children come to me and do not hinder them, for the kingdom of God belongs to such as these." (Luke 18:16) This policy is based upon our Christian values of thankfulness, respect, honesty, love and resilience.

Introduction

Geography is a valued part of the curriculum, allowing us to explore, appreciate and understand the world we live in and how this has evolved. It explores the relationship between the earth and its people through the study of place, space and environment. Pupils learn about their own locality in relations to world beyond their own environment.
Geography encourages pupils to experience and understand the world in which we live through practical and fieldwork activities. At St Mary's, pupils follow the Geography curriculum in a creative and engaging way to help promote a love of learning.

The four key strands in Geography are:
-Locational knowledge
-Place knowledge
-Human and physical geography
-Geographical skills and fieldwork

Aims

The national curriculum for geography aims to ensure that all pupils:

-Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
-Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Are competent in the geographical skills needed to:
 -Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
-Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 -Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Curriculum

Early Years

People, Culture and Communities:
Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
They know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class;
They explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction and – when appropriate – maps.
The Natural World:
Children explore the natural world around them, making observations and drawings pictures of animals and plants;
They know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Stage 1

In Key Stage 1 pupils explore their local area in comparison with a contrasting non-European country identifying similarities and differences. They use their geographical skills and fieldwork to explore world maps, atlases and globes. They will use these geographical skills both inside and outside the classroom to develop their understanding of the world around them. The children have access to a range of resources to help explore basic human and physical features using locational and directional language.

Key Stage 2

In Key Stage 2, pupils will build upon their knowledge and experiences from Key Stage 1 to help develop their locational knowledge. They will begin to think like a geographer through describing and understanding key aspects of human and physical geography. They will develop their geographical skills through fieldwork and using a range of resources to build their knowledge of the United Kingdom and the wider world. The children will use key vocabulary to describe and understand key aspects of human and physical features.

Intent

We offer a structure and sequence of lessons that allows for a broader, deeper understanding of the four areas of geography identified in the national curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Implementation

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to acquire and use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom.

Impact

All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their own impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.