



Sheep Dip Lane  
Academy



Exceed Learning Partnership  
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

## Geography Policy: Sheep Dip Lane Academy



<b>Responsible Governing Board</b>	<b>Local Governing Board</b>
<b>Responsible Persons</b>	<b>Principal &amp; Humanities Lead</b>
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## Version Control

<b>Version</b>	<b>Revision Date</b>	<b>Revised by</b>	<b>Section Revised</b>
V1	January 2022	N Pounder	All sections – revised document
V2			
V3			

## Sheep Dip Lane Academy

### Geography policy

#### Curriculum Intent

It is our intent for our Geography curriculum to spark the children's curiosity and fascination with the natural and human aspects of the world. At Sheep Dip Lane Academy we aim to build upon the children's interests and equip them with the knowledge about the four areas of Geography: locational and place knowledge, human and physical processes, and fieldwork skills, as well as develop skills that are transferable to other areas of the curriculum.

We want our children to experience first-hand how to apply geographical skills using a range of resources, which will develop their confidence and aid them beyond their educational setting.

A key message at Sheep Dip Lane Academy is the importance of looking after our environment, living in a sustainable manner and noticing the cause and effect of human behaviour. We seek to teach the children the responsibilities they have as part of a community and the impact that it has on the wider world.

#### Progression of skills document

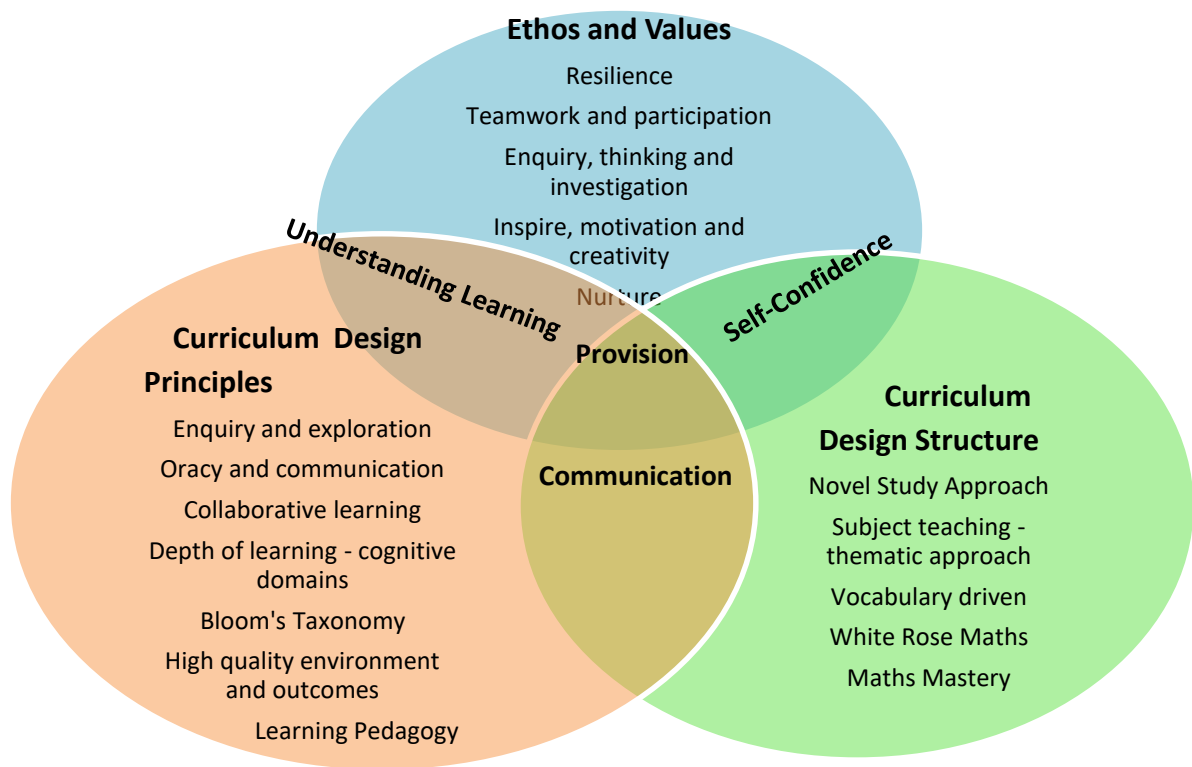
**Our curriculum intent and geography progression of skills document has been developed – providing teachers with clear learning concepts, key knowledge and teaching ideas. This should be followed by all staff in school when teaching Geography. This document aims to ensure that the teaching of Geography in school is sequential and builds on pre requisite knowledge.**

**Geography taught in school is now organised under one of the three subheadings:**

- **Identity, Diversity and Social Justice (Autumn term)**
- **Power, Leadership and Invasion (Spring term)**
- **Sustainability (Summer term)**

**All classes in school will teach Geography under the same subheading at the same time this will ensure knowledge is built on from the previous year group and we have a clear progression of skills.**

# Our Curriculum Design Principles and Structure



## Ethos and Values

At Sheep Dip Lane Academy the curriculum has been designed to:

Recognise and build on children’s prior learning, provide first hand experiences, allow children to develop the skills, knowledge and values they need to embrace the opportunities and challenges they face; to enable them to be create the future World they want to live in.

Recognise every child as a unique individual, celebrate and welcome differences within our community.

Develop with children their ability to learn, underpinned by the teaching of basic skills, knowledge, concepts and values.

Bring learning to life through real life contexts and experiences with provision that uses enhancement opportunities to engage learners.

Enable children to feel safe and happy, have opportunities to enquire, explore and investigate in order to be highly motivated and develop a love for learning.

Use learning pedagogy that promotes positive attitudes towards learning.

It is our vision that we thrive together and are part of a great close knit community. Our curriculum enables us to celebrate local traditions and play an active role in respecting and supporting each other through community events so that children leave Sheep Dip as active citizens who can make appropriate decisions, evaluate situations and have the characteristics to make meaningful contributions to the society in which we all live in.

At Sheep Dip Academy we recognise the challenges our learners often face, which makes it essential that we our enabling the children we serve to proactively change the world through learning. We understand that employers are calling for education to expand its focus beyond the tradition cognitive domain. Our school curriculum must emphasise our academies core values of **resilience, inquiry, nurture, inspire and teamwork**. Children will need to develop skills that are not yet considered crucial to current jobs today – such as **persuasion, emotional intelligence and teaching others**. In essence technical skills will need to be

supplemented with strong social and collaborative skills. As part of our recovery curriculum we must encourage all children to be **mindful** and **social super heroes**.

***At the heart of our design for learning, is the need to ensure our children see themselves as citizens of the world, members who contribute to local, national and global issues which may impact on their lives.*** We see our curriculum as a vehicle for connecting with the bigger cause. This means we enable our pupils to form meaningful relationships with their learning, see patterns and apply skills into a context where learning can make a difference. This will ensure that our pupils see that their learning has human significance. They will understand that their global learning is relevant to future decisions and the active contribution they can make to the world.

## **Rationale**

We believe that the study of Geography makes an essential contribution to each child because:-

*“It provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, and an understanding of maps and a range of investigative and problem solving skills both inside and outside the classroom.*

*It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.”*

## **Introduction**

This policy sets out the teaching, organisation and management of Geography taught and learnt within this school. It has been produced following discussion by teachers and reflects the needs of our children. Both of which are expressed in the aims of the school, the School Prospectus and in the latest statutory orders for National Curriculum for Geography. We believe through the good teaching of Geography, it prepares children for adult life and employment. Geography is a vehicle within the curriculum for understanding issues about the environment and sustainability.

**Geography involves the study of:**

- **Locational knowledge**
- **Place knowledge**
- **Human and physical geography**
- **Geographical skills and fieldwork**

It is intended that this document will:

- Provide a clear basis from which to plan schemes of work.
- Ensure that each child’s entitlement to learning experiences is realised.
- Outline our school’s approach to the teaching of Geography and ensure continuity and progression throughout the age ranges.

The statutory order states that:-

## Key Stage 1

During Key stage 1 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.

Pupils should be taught to:

- Name and locate the world's seven continents and five oceans name
- Locate and identify characteristics of the four countries, and surrounding seas of the United Kingdom
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Identify seasonal and daily weather patterns in the United Kingdom
- Locate hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to key physical and human features
- Use world maps, atlases and globes to identify the United Kingdom and its countries
- Use maps, atlases and globes to identify the countries, continents and oceans
- Use simple compass directions and locational and directional language
- Describe the location of features and routes on a map
- Use aerial photographs 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 their school and its grounds and the key human and physical features of its surrounding environment

## Key Stage 2

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.

Pupils should be taught to:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.
- Understand the environmental regions, key physical and human characteristics, countries, and major cities in these continents
- Name and locate counties and cities of the United Kingdom,
- Name and locate geographical regions and their identifying human and physical characteristics
- Name and locate 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)
- 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
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and 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

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)
- 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.

## **Aims**

Our aim is to ensure that all children are taught the study of Geography as specified in the National Curriculum document and that the key knowledge concepts from the schools progression of skills document are taught in each year group to ensure sequential learning building on prior knowledge.

Geography enables children to have the opportunities to:

- To develop their geographical knowledge and understanding.
- To arouse an interest in the environment and the wider world.
- To develop children's understanding of the effect humans have on the environment.
- To contribute to the children's knowledge and understanding of their country and culture and to introduce them to the countries and cultures of others.
- To develop their sense of identity.
- To relate the study of Geography to other subjects in the National Curriculum.

## **SKILLS AND METHODS**

The work in Geography has been planned to develop the following skills and attitudes.

### **a) Enquiry Skills**

Individual skills which are needed in Geography include:

- Enquiring – asking and answering geographical questions.
- Researching – collecting and recording evidence.
- Analysing – evidence and drawing conclusions.
- Communicating – different ways appropriate to the task.
- Organisation and study – the ability to plan and present work, study independently and make good use of time.

### **b) Methods**

In developing geographical skills children need to be taught to:

- Use appropriate vocabulary.
- Use appropriate fieldwork techniques.
- Use atlases, globes, maps and plans at a range of scales.
- Use secondary sources of information including aerial photographs.
- Draw maps and plans at a range of scales.
- Use ICT in investigations.
- Make decisions.

## **Fieldwork**

- Fieldwork is integral to good Geography teaching and we include as many opportunities as we can to involve children in practical Geographical research and enquiry.

- In the Foundation Stage the children carry out an investigation into their own immediate and local environment and we give them opportunities to observe and record information around the school site. The children investigate similarities and differences in relation to places and how environments might vary from one another.
- In Key Stage 1 the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. Children are also given the opportunity to studying the human and physical geography of a small area in a contrasting non-European country.
- At Key Stage 2 the children do a study of contrasting localities in the United Kingdom, a region in a European country and a region within North or South America. We also offer the opportunity to take part in a range of relevant educational visits carried out in relation to the topic of the term which meet the necessary requirements for fieldwork studies.

## ICT

- ICT will be used in various ways to support teaching and motivating children's learning. For example, Key Stage 1 using a programmable toy to follow a route or use CD ROMs to investigate a locality, Key Stage 2 to use the internet and a publishing software to sort and present information.

## Objectives

In Geography children should learn:

- To present a range of resources and first hand experiences to stimulate and develop children's understanding and interest.
- To encourage children to compare, identify, discuss and describe, using a range of materials and resources.
- To teach children to empathise with characters from other countries and cultures, and to begin to understand the effects of their actions.
- To identify changes and links.
- To ask and answer questions about the world.
- To begin to understand that skills learnt in Geography can be used effectively in other subjects.

## Entitlement

All children will be taught Geography as outlined in the Programmes of Study. They will have the opportunity to work individually or as part of small groups. Time used is to be flexible to suit the topic activities. On occasions children may spend a day or week on an activity, whilst at other times they will be taught Geography as a discrete subject e.g. an hour a week. Time spent on Geography would normally amount to over 1 hour per week throughout the year, subject to whole school curriculum reviews.

The children will be organised to promote social skills and the development of geographical language and understanding of their locality and the wider world through following the Foundation Stage Curriculum (EYFS) Understanding of the world.

## Foundation Stage

Geography taught in the Foundation Stage is an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the EYFS which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the EYFS objectives of developing a child's knowledge and understanding of the world through activities such as

collecting postcards from different places, singing songs from around the world, or investigating what our school and local area is like.

## **Differentiation in teaching and learning**

Geography tasks and activities challenge the more able child as well as enabling the less able child achieve and feel a sense of success. Lessons use a range of teaching styles and tasks that are matched to children's needs. An enquiry approach is of vital importance as it enables pupils to use first-hand experience through fieldwork studies. Fieldwork is planned as an integral part of the curriculum and provides the opportunities for children to develop and practice their geographical skills whilst learning about particular places or themes.

## **Greater Depth**

The curriculum and the organisation of the school allow each child to learn at their own pace which is appropriate to them. Opportunities are offered to enable the most able children to develop their abilities fully. These include:

- Working on differentiated tasks that will stretch and provide extra challenge.
- The use of more complex source materials for children to undergo personal research to develop an argument or as evidence of a statement.

## **Inclusion**

All children will have the same opportunity to follow the Geography curriculum with each child learning at a pace which is appropriate to them. Children will have the opportunity to:

In Key Stage 1

- Share their views and opinions on places.
- Take part in simple debates (i.e. how they could improve the school grounds)
- Discuss what can improve or damage their local, human/physical environments.

In Key Stage 2

- Discuss and write about their opinions on issues that affect people and places.
- Explain their views on issues that affect the environment.
- Make responsible choices to improve their local environment and the environment of places studied.
- To debate topical issues which affect the sustainability of the environment.

## **Homework**

Homework activities will be short and focused referring to topic work done to consolidate skills and understanding. These will be added to our seesaw learning platform.

## **Personal, Social and Health Education (PSHE) and Citizenship**

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people recycle material and how environments are changed and whether improvements are made. The nature of the subject means that children have the opportunity to take part in debates and discussions. Geography in our school promotes the concept of positive citizenship.



## **Spiritual, Moral, Social and Cultural Development**

Children in our school are offered many opportunities to examine the fundamental questions in life through their medium of a Geography topic. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. Children are encouraged to reflect on the impact of mankind on our world and introduced to the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid the stereotyping of other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the program of study.

## **Assessment, Recording and Reporting**

Formative assessment will be used within lesson and as part of a sequence of lessons to ensure all children are appropriately supported and challenged.

Summative assessment will be used at the end of a geography topic to assess where children are in terms of attainment, progress they have made and next steps. This will be then used to clearly inform teachers planning.

Children across both key stages will also be involved in assessment for learning, both of their own and peers achievements.

## **Review, Monitoring and Evaluation**

Some records are necessary to provide evidence of the activities experienced and the knowledge, concepts, and skills developed. Records are also useful evidence for Teacher Assessment. Staff maintain a record of children's progress through topic books and assessment grids. The subject leaders scrutinise samples of planning and work from all classes from the Foundation Stage through to Year 6 and use this as a monitoring tool to reflect on continuity, progression and expectations within school.

The Geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The Geography subject leader 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. The Geography subject leader gives the Head Teacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

## **Continuity and progression**

Progression in Geography refers to the progress which children make in their knowledge, understanding and skills. In Geography progression is achieved through a gradual increase in:

- The breadth of study, including the number of places and themes.
- The scale of study.
- The depth of study, such as more powerful ideas and greater complexity of thought (both of which will be linked to the use of Geographical vocabulary).

This will be achieved through the planning process, using the Cornerstone schemes of work and recently developed planning. The long term will ensure that continuity and progression is achieved between years and Key Stages. This plan will also ensure that all teachers will have a clear overview of the approach adopted for Geography.

## Resources and Equipment

The responsibility for maintaining an adequate supply of resources rests with the Geography subject leader. The effective management of these resources, whilst ultimately the responsibility of the Geography subject leader, is also the responsibility of each classroom teacher who uses them. All equipment will be stored centrally and will match topic planning and Cornerstone guidance in their units of work.

The location of resources is as follows:-

- Textbooks – Library
- Atlases/Globes – Cupboard in spare classroom
- ICT programs – ICT suite
- Maps/support material/plans, photographs–large Humanities cupboard.

## Staff Development

Provision is made through LA courses, subject leaders expertise, Geography consultants and the internet.

## Health and Safety

Teachers are responsible for the safety of their children and they ensure at all times that the children are working and behaving in a manner that will not cause harm to themselves or to other children.

Please refer to the school's Safety (or Health and Safety) policy for further details.

## Safeguarding

The safety, health & wellbeing of every child in our school remains a priority at all times.

All visiting practitioners must have up to date DBS checks before they are able to work in school. All visitors and practitioners are always supported by Class teachers or members of the Leadership Team.

All school staff (e.g. Teachers, Curriculum Support Staff, Parents etc.) receive training regarding child protection and safeguarding in line with model protocol.

## Policy Review:

The policy is updated by the Geography subject leader. This will be presented to Governors to ensure they agree the systems of behaviour.

Date of Policy: January 2022

Review Date: January 2025

Signed: Principal



Signed: Governor / Chair of Governors

