



Geography Policy

Reviewed January 2023.

At St Augustine's, we believe that geography makes a valuable and distinctive contribution to pupils' education. Learning about places, people, resources and the natural and human environment to gain a fascination about the world. The Geography Curriculum follows the new National Curriculum introduced in September 2014.

A knowledge-based approach to curriculum planning is employed within the school. The teaching of Geography is organised through termly or half-termly topics. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs. We enable them to use ICT in geography lessons to interpret data in the form of graphs or tables and to research geographical environments where this serves to enhance their learning.

AIMS

- To help pupils develop knowledge of globally significant places
- To arouse interest in the world around them and encourage geographical enquiry.
- To develop geographical skills such as fieldwork.
- To develop knowledge and understanding of places.
- To understand patterns and processes.
- To gain a knowledge and understanding of environmental change and sustainable development such as food trade, deforestation.
- To enrich other areas of the curriculum.

KEY STAGE 1

During Key Stage 1 pupils will learn about the United Kingdom and another non-European country. For instance, Year 2 exploring Kenya and comparing it to their local area Runcorn. They will listen and respond to stories and use sources of information to help them ask and answer questions. The children will explore the world's oceans and continents and in Year 1 learn the 4 countries in United Kingdom.

KEY STAGE 2

In 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. Children will explore human and physical features and aspects such as earthquakes in Year 3. Whilst learning place, human and physical geography children will also develop their geographical skills and fieldwork.

For more year group specific curriculum content please see our curriculum overview.

TEACHING AND LEARNING

Geography is taught solitarily through the use of 'learning challenge curriculum. This scheme was devised to create confident teachers as the scheme offers access to resources which empower them to teach each subject! This enables staff to focus on the knowledge and skills associated with each unit to deepen the children's understanding in order to succeed in this subject. Teachers adapt the 'learning challenge' plans to suit the needs of their cohort. Across each Key Stage, plans provide experience of different sources and geographical skills. Each unit supports one or more key aspect of the geography curriculum: Human and Physical geography, Place knowledge, Geographical skills and fieldwork. Pupils should be taught to make judgments about local and globe issues and communicate geographical information using a wide range of methods.

TEACHING AND LEARNING PROCESSES

Teachers should provide balance in teaching approaches and identify suitable progression in understanding and skills across each planning stage to continue to challenge pupils. Teachers should attempt to make links between units of work and encourage pupils to use previous knowledge in approaching new work.

Pupils should be given opportunity, where possible, to use ICT to communicate and handle information.

A variety of teaching methods best suited to activities and interests of the pupils will be used.

These will include:

- Presentation by teacher including story telling.
- Discussion and debate.
- Question and answer.
- Individual and group investigation.
- Television, radio, tape, video, film.
- ICT.
- Role play and drama.
- Fieldwork, visits to museums and historic sites.
- Use of artefacts.

END POINTS FOR EACH YEAR GROUP

The expected end points for each year group can be found in appendix 1. It has been designed in a progression map.

WIDER OPPORTUNITIES TO ENHANCE GEOGRAPHY LEARNING

- Opportunities are provided for children to develop their geographical learning outside of the classroom (during trips and visits.)
- Opportunities are provided for children to work with geographical specialists inside and outside of school (during trips and visits.)
- Opportunities are provided for children to partake in external geographical competitions.
- We celebrate national historical events. We dedicate lessons in the timetable to Geography with a clear link to real-life experiences.
- Our schools orienteering resources will be utilised and have been timetabled into the whole school overview to develop fieldwork skills.

ASSESSMENT AND RECORD KEEPING

The general school policies on assessment, recording, reporting and marking apply to Geography. Refer to Appendix 2, our Assessment and Marking Policies for procedures regarding daily tasks.

PLANNING

Geography planning is informed by the content of the National Curriculum. This information is developed by staff into Medium Term Plans, which is used to produce more detailed weekly and daily plans.

ROLE OF THE SUBJECT LEADER AND MONITORING ARRANGEMENTS

- The Subject Leader is responsible for improving the standards of teaching and learning in Geography through:
 - Monitoring and evaluating standards of Geography:
 - teaching and learning (including lesson observations, learning walk and work scrutiny);
 - pupil progress;
 - provision of Geography;
 - learning environments;

- the deployment and provision of support staff (in collaboration with the SENCo and senior leaders);
- Taking the lead in policy development;
- Auditing and supporting colleagues in their CPD;
- Auditing, purchasing and organising resources;
- Keeping up to date with recent developments in Geography.

SEN

In accordance with school policy on differentiation and S.E.N, all children are given work suitable to their age, aptitude and ability.

Pupils can:

- Work on same content at different rates and levels through open-ended tasks matched to individual or group needs.
- Be helped to understand historical events and developments through studying the lives of individual people.
- Be taught concepts through discussion, concrete examples and practical activities.
- Exceptionally able pupils need open-ended tasks which enable them to tackle more complex issues.
- Understand more difficult concepts.
- Deepen and broaden their knowledge and understanding of the historical events on developments they are studying.
- Use a wider and more demanding range of sources.

EQUAL OPPORTUNITIES

Geography has a big part to play in helping to remove stereotyping. It is important to be aware that there is bias in anything we do and therefore resources, particularly data need to be carefully selected.

The children should be encouraged to question the nature of evidence, as they do in history.

MULTICULTURAL EDUCATION

Geography has the power to tackle stereotypes, dismantle dominant narratives, improve representation of places and people, and empower students from all backgrounds through developing a multifaceted view of the world and their place within it. Pupils should be introduced to aspects of their own role in our world through global issues.

In consideration of other cultures, teachers should be careful to choose resources which reflect different aspects of society when learning place specific knowledge. Childrens' enquires should be based around reasons places are represented in different ways.

ADAPTING TEACHING STRATEGIES

In order to meet the needs of all children in Geography we use assessment to adjust teaching which we then adapt to meet children's specific needs. In the classroom, this may look like the following,

- Adjust lessons, with high expectations of all.
- Adjust lessons to meet the above expectations.
- Making effective use of teaching support staff.
- The use of approaches which enable pupils to be taught effectively.
- Teachers having a clear understanding of the needs of all pupils – including those with SEND, those of high ability, those with English as an additional language – to then adapt to their needs through tasks, scaffolding and expectations.

MORAL AND SOCIAL

As part of moral development, Geography provides opportunities for discussion as to what is right and wrong. Geography allows opportunities for collaborative learning, enabling pupils to co-operate together.

CPD

Where appropriate, members of staff, usually the coordinators, are sent on relevant courses. This is determined by the school management plan, the needs of individuals, year groups, the availability and suitability of courses offered.

CROSS CURRICULAR

Provision is made in the teaching of Geography for cross-curricular work particularly that of PSHE, RE, English, Maths, Geography, Drama, Art, DT and ICT.

RATIONALE

Following an extensive review of the curriculum, the children will be offered as many enriching and creative opportunities as possible in this subject.



St Augustine's Geography Progression Map

Geo	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills - Enquiry Investigation	Geographical skills: Fieldwork	Geographical skills: Interpret/Communicate Geographical Information
Year 1	<p>Name and locate some places in their locality and the UK and wider world. (In our school, this includes: the school and its grounds, Castlefields, Arctic, Antarctic, an initial awareness of the continents and oceans.)</p> <p>Compare similarities and differences between an area of the UK and a non-European country (South/North Pole)</p> <p>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p>	<p>Describe some places and features using basic geographical vocabulary (In Year 1's units this includes: sea, ocean, hill, season, river, weather, town)</p> <p>Describe some similarities and differences when studying places and features e.g. hot and cold places of the world (Equator/North Pole/South Pole).</p> <p>Express their views on some features of their environment e.g. what they do or do not like.</p>	<p>Ask and answer simple geographical questions.</p> <p>Use information books/pictures as sources of information.</p>	<p>Observe and describe daily weather patterns.</p> <p>Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</p> <p>Use a simple picture map to move around the school.</p> <p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Know which N, E, S, W on a compass.</p>	<p>Draw around objects to make a plan.</p> <p>Draw, speak or write about simple geographical concepts such as what they can see where.</p> <p>Draw pictures maps of imaginary places and from stories, using their own symbols.</p>
Year 2	<p>Name and locate significant places in their locality, the UK and wider world. (In our school, this includes: Halton castle, London, countries and capital cities and all continents and oceans.)</p> <p>Locate and name major features in UK on a map e.g. River Thames, home, seas, London) including the four countries.</p>	<p>Describe places and features using simple geographical vocabulary (In Year 2 units this includes city, village, beach cliff, coast, house, harbor, port)</p> <p>Make observations about features that give places their character.</p> <p>Find land/sea on a map.</p>	<p>Ask and answer simple geographical questions when investigating different places and environments.</p> <p>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</p> <p>Encourage to use simple geographical questions: Where is it? What's it like?</p>	<p>Follow a route on a map.</p> <p>Use an infant atlas to locate places.</p> <p>Follow directions (as year 1) and use NSEW on a compass.</p> <p>Use large scale OS/Google maps on IWB or I-pads with support.</p> <p>Begin to understand the need for a key.</p>	<p>Use class agreed symbols to make a simple key.</p> <p>Draw a map and add detail.</p> <p>Draw pictures maps of real or imaginary places from an aerial photograph.</p> <p>Express views about the environment and can recognise how people sometimes affect the environment.</p>



St Augustine's Geography Progression Map

	Know the three main seas that surround the UK.		Use NF books, stories, maps, pictures/photos and internet as sources of information.		
Year 3	<p>Name and locate a wider range of places in their locality, the UK and wider world. (In our school, this includes: Mediterranean, a study of volcanoes and earthquake)</p> <p>Know and locate at least 8 European countries and capitals on maps, specifically in the Mediterranean region.</p> <p>Identify and position latitude and longitude.</p>	<p>Use geographical language to describe some aspects of human and physical features and patterns. (In Year 3 units this includes topographical features, source, mouth, meander, tributary, estuary).</p> <p>Make observations about places and features that change over time.</p> <p>Describe the water cycle and how rivers are formed.</p> <p>Describe how volcanoes, earthquakes and tsunamis are formed.</p>	<p>Ask and answer more searching geographical questions when investigating different places and environments.</p> <p>Identify similarities, differences and patterns when comparing places and features and begin to draw conclusions.</p> <p>Begin to collect and record evidence.</p>	<p>Begin to identify significant places and environments in the UK and wider world.</p> <p>Locate places on large scale maps (e.g. Fink UK, India on a globe)</p> <p>Follow a route on a map with some accuracy (e.g. whilst orienteering).</p> <p>Know why a key is needed.</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial photographs.</p> <p>Use maps, atlases and digital mapping to locate volcanoes and rivers.</p>	<p>Try to make a map of a short route experienced.</p> <p>Communicate geographical information through a range of methods including the use of ICT.</p>
Year 4	<p>Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. (In our school, this includes a study of river's, how mountains are formed from earthquakes, tsunami and earthquakes)</p> <p>Identify and position the tropics of Cancer and Capricorn</p>	<p>Use geographical language to identify and explain some aspects of human and physical features and patterns.</p> <p>Describe the aspect of biomes.</p> <p>Know the names of the world's highest mountains.</p> <p>Describe how mountains are formed.</p>	<p>Ask and respond to more searching geographical questions including 'how?' and 'why?'</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p> <p>Analyse evidence and draw</p>	<p>Observe physical and human features of the environment.</p> <p>Use 4 compass points well. Begin to use 8 compass points.</p> <p>Use junior atlases.</p> <p>Use letter/no, co-ordinates to locate features on a map.</p> <p>Use a range of sources including</p>	<p>Make a map of a short route experienced.</p> <p>Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p>



St Augustine's Geography Progression Map

	and Greenwich Meridian.		conclusions e.g. make comparisons on the larger scale; contrasting and distant places.	digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four figure grid references. Follow a route on a large scale map.	
Year 5	Name and locate an increasing range of places in the world including globally and topically significant features and events. In our school, this includes a study of Brazil's economy, a study on rainforests, North and South America). Locate and describe key features in South America.	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different (Focus on North/ South America to the UK).	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Use primary and secondary sources of evidence in their investigations. Recognise geographical issues affecting people in different places and environments. Analyse evidence and draw conclusions; comparing historical information; e.g. temperature of locations.	Use 8 compass points. Begin to use 4 figure co-ordinates to locate features on a map. Select a map for a specific purpose. Use index and contents page within atlases.	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. Begin to draw a variety of thematic maps based on their own data.
Year 6	Name and locate an extensive range of places in the world including globally and topically significant features and events. (In our school, this includes a geographical study on WW2, a study on how Runcorn has changed.)	Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people,	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range



St Augustine's Geography Progression Map

	<p>Identify time zones, Equator, Northern and Southern Hemispheres and Arctic and Antarctic Circles.</p>	<p>places and environments. Describe climate and time zones.</p>	<p>Collect and record evidence unaided. Analyse evidence and draw conclusions; e.g. from field work data, looking at patterns.</p>	<p>patterns. Use Ordnance Survey maps. Confidently use an atlas. Recognise world map as a flattened globe. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</p>	<p>of methods including writing at increasing length.</p>
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St. Augustine's Catholic Primary School and Nursery

Marking and Feedback Policy

Our aim:

Effective marking and feedback is central to good teaching and learning. By encouraging pupils to be actively involved in understanding how they are making progress, it helps to embed learning efficiently and move learning on. Marking and feedback will:

- Inform the pupil what they have done well with reference to success criteria and next steps
- Support teachers' assessment of learning, informing future planning
- Develop consistent processes to teach pupils to respond to feedback, self-assess and evaluate their own learning

Our process:

- Live marking takes place during lessons in the form of verbal feedback (VF) and specific, targeted marking at the point of need
- Developmental marking ensures pupils are aware of their **success** and their **next steps**.
- From year two, children will independently use success criteria as a form of self-assessment.
- Teachers will then highlight success criteria to inform next steps.
- Teachers plan in 'Fix-it Time' for pupils to read and respond to feedback in a **purple pen (Y2+)**
- All marking will be completed in pink and green pen, in legible handwriting in line with school's handwriting policy. All work will be marked before the next lesson.
- Pink comments will begin with a * and green comments will begin with a next step symbol



Key Stage One

I- Independent
TS- Teacher Support
TAS- Teaching Assistant Support
VF- Verbal Feedback
CL- Capital Letters
FS- Full stop
____- Spelling
^ Missing word
? Doesn't make sense

Key Stage Two

I- Independent
TS- Teacher Support
TAS- Teaching Assistant Support
VF- Verbal Feedback
CL- Capital Letters
SP- Spelling mistake
P- Punctuation
____- Check word
^ Missing word
? Doesn't make sense
// New paragraph
T- Tense