



Holy Spirit Geography Policy 2020-21

Intent:

At Holy Spirit we deliver an ambitious, knowledge-based geography curriculum that aims to inspire pupils' curiosity to know firstly about their own locality and subsequently the wider world. Our curriculum develops children's skills to allow them to understand maps by recognising symbols and features from local to global map readings. Children will learn to identify where we are, giving children a sense of spatial understanding of our community and school, leading to understanding spatial layout, world locations, landscape patterns and relationships between worldwide environments.

Ofsted findings in 2019 suggested that children attending our school need more focus on maths and English in their learning. It is therefore our aim, to accelerate pupils' learning by embedding reading, writing and maths through the wider curriculum. As a result, we will inevitably teach Geography through a careful selection of class texts in literacy lessons that will reflect the age- appropriate geography focus for that half term.

As stated in the new EYFS Early Learning Goals, we should encourage children to become more independent learners, developing their ability to self-regulate their behaviour and their learning. It is important that this approach carries through into KS1 and KS2. Foundation subjects offer numerous opportunities for pupils to embed their skills as independent thinkers and learners. Teachers will continue to be aspirational for all groups of learners, by reinforcing their success criteria in English, across the wider range of subjects.

Our geography curriculum builds upon prior knowledge in a carefully sequenced curriculum, both within and between year groups, and makes links to other subject areas. Pupils develop an understanding of key substantive concepts (maps, location, size, scale, view, landscape, country, city, place, environment, physical, human and climate) that act as threads throughout the geography curriculum from the beginning to the end of the pupils' primary education.

We aim for our pupils to become environmentally conscious and proactive citizens; therefore, we intend on having a strong cultural capital in our school where children play a part in making our world a better place. Our school will address the question 'Can we save the environment?' and we will participate in events to help save our planet. For example, Great Big School Clean Up 2020 in March.

Implementation:

- **Map study throughout the year:**

Throughout Geography units, children will be explicitly taught map skills using atlases of the UK and the world, classroom maps, globes and google Earth. This will begin in Year 2, once



children have developed spatial awareness in Year 1, and will continue through to Year 6. Every pupil is provided with a map that is added to throughout the year with new units studied. This map will be referred to at the start of every unit and where necessary in lessons. Each classroom displays a large UK and world map to refer to in lessons. When a geography or history topic (with a geographical link) has been taught, the map will be labelled for children to embed spatial awareness and contextualise their learning.

- **Structure of geography lessons:**

Retrieval:

Children will review their knowledge mat in their books at the beginning of every lesson, recapping the core knowledge that they have learned prior to the lesson. The previously learned knowledge and key skills will be highlighted and dated (KS2) or highlighted (KS1) and then discussed as groups in class. This task is designed to strengthen pupils' memories of key knowledge, enabling them to make progress across the curriculum.

Vocabulary:

Each lesson, children will be introduced to key vocabulary at the beginning of the lesson. They will be challenged to use this vocabulary throughout the lesson and apply it correctly. This vocabulary will be displayed on a working wall which will be built upon throughout the year.

Teach:

The teacher will begin by sharing the core knowledge and key skills that are to be developed throughout the lesson with the children. This will allow children to focus on learning the core knowledge in each lesson and develop specific skills.

Partner talk:

Children will complete a small task with a talk partner during the lesson input, involving the new information and the new vocabulary that they have been introduced to.

Independent task:

The children will now work independently on a task- often a task that will require the children to apply everything they have learned through reading, writing, map reading or case study reviews. The children will also demonstrate their newly acquired skills and the teacher will ask key Qs to check for understanding.



Reading:

Every lesson, children are expected to read and will be exposed to quality texts associated with the current unit, selected by the teacher. The children will have access to a range of texts: non-fiction books; fiction books; information texts; online blogs; website information pages. Reading is core to our learning in all lessons, so therefore reading is a priority in geography lessons too.

Use of resources:

Geography lead and class teachers ensure that they have all of the required resources to teach lessons, including: atlases; globes; compasses; quality sources and quality websites.

Assessment:

Assessment of geography should continuously be used to inform teaching. Retrieval tasks should be used to address gaps in pupils' knowledge and teachers should assess children against the core knowledge and skills that have been focussed on each lesson. Children will place a 'traffic light' dot against the objective on their knowledge organiser to demonstrate how confident they feel about specific concepts. This is in line with the self-assessment marking strategy used in maths and English to ensure consistency.

Working walls:

Geography displays function as a celebration of the children's work, as well as a working wall to display current vocabulary and key information such as place names, locations, features. Working walls should be referred to in lessons and pupils should use them to aid learning.

Impact

We are committed to ensuring the progression of geography knowledge, understanding and map skills across our curriculum, through initially studying our local area and the UK in KS1, leading to a study of the wider world in KS2.

By the end of KS1, our pupils will be able to:

- Describe their locality and say what they like about their locality.
- Find out about a locality by using different sources of evidence.
- Ask and answer questions about a locality using different resources.
- Answer questions about the weather by keeping a weather chart.
- Label a diagram, photograph or map using geographical words.
- Describe a locality using words and pictures and explain what makes it distinctive.
- Explain how the weather changes from each season in the UK.





- Name key features about our local area and describe physical features e.g. sea, coast, forest.
- Describe a place outside Europe using geographical words (Kenya).
- Explain how the jobs people do may differ around the world.
- Identify the equator, north and south pole on a map/ globe, explaining the features of these places and the people who live there.
- Locate where they live on a map of the UK.
- Identify and locate the four countries that make up the United Kingdom.
- Name the capital cities in the UK.
- Name and locate the seas around the UK.
- Name and label the continents of the world on a map.
- Name and label the oceans of the world on a map.

By the end of KS2, our pupils will be able to:

- Know the difference between the British Isles, Great Britain, and UK
- Name up to six cities in the UK and locate them on a map
- Locate and name some of the main islands that surround the UK
- Name and locate many of the UK's most famous mountain regions on maps
- Locate and name some of the world's most famous volcanoes, describing how they are formed and why earthquakes occur (Yr3)
- Name countries in the Northern Hemisphere (Yr4)
- Name and locate some well-known European countries and their capital cities
- Locate, describe and compare a popular Mediterranean destination to the UK (Yr4)
- Discuss weather in different parts of the world, especially Europe
- Name and locate many of the world's major rivers on maps and know stages of a river (Yr5)
- Locate and name the main countries in South America on a world map and atlas
- Identify and name the Tropics of Cancer and Capricorn, Arctic and Antarctic circles
- Locate the USA and Canada on a map, describing the human features of different places in North America.
- Recognise key symbols used on ordnance survey maps and use OS map to describe a locality
- Describe and compare places around the world, based on their physical features
- Explain scale and use maps with a range of skills, using 4 grid reference (Yr5)
- Explain the future of a locality based on human impacts (Yr5 & 6)