

## **Temple Ewell Church of England Primary School**

### **Geography Policy 2021**

*The Lord God took the man and put him in the Garden of Eden to work it and take care of it. (Genesis)*

#### **1. Subject statement**

At Temple Ewell we know that through geography we can develop our children's understanding and knowledge of the world, as well as their place in it. We understand that geography is, by its nature, an investigative subject, which will inspire in our children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Geography is a natural way to promote our children's interest and understanding of diverse places, unique people, resources and natural and human environments. We know high-level concepts such as place, space, scale, interdependence, physical/ human processes, environmental impact, sustainable development, cultural awareness and cultural diversity are central to our children's geographical education. At Temple Ewell we believe that through geography, our children will become global citizens who will value and care for the planet and all its inhabitants.

Our curriculum is based on the national curriculum and is structured to building our children's substantive knowledge of location, place human/physical processes and geography skills as well as develop their disciplinary knowledge of being a geographer. Children will leave our school with range of skills in information gathering, interpretation and communication that will allow them to apply them to many other subjects and allow them to be successful with all their future learning.

Our 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.

#### **Implementation**

Our teachers create a positive attitude to Geographical learning in their classrooms and reinforce expectations that all pupils are capable of achieving high standards in geography. Our whole school approach to teaching and learning involves the following:

- Geographical questions will be planned and arranged across the classes in a two year cycle. This strategy enables the achievement of a greater depth of knowledge of abstract ideas and vocabulary.

- Within our planning, we use a big Geographical question as our primary learning intention, with each lesson used as stepping stones of knowledge building and understanding to answer our Geographical question.
- Teachers will plan to teach concepts such as place, space, scale, interdependence, physical/human processes, environmental impact, sustainable development, cultural awareness and cultural diversity during each geographical question.
- Geographical substantive knowledge is embedded into lessons to ensure these skills are being developed throughout the children's school career allowing them to confidently make links, contrast arguments and interpret different types of evidence.
- Children are offered a wide range of extra-curricular activities, themed expert led workshops, visits and trips to complement and broaden the curriculum. These are purposeful and link with the Geographical aspect being taught.

### Impact

Temple Ewell's substantive knowledge based curriculum allows our children to develop a curiosity and a fascination about the world and its people. They will have a good knowledge of locational, place, human and physical processes and developed their geographical skills. Our children are excited by Geography and can confidently ask perceptive questions, think critically, weigh evidence and develop perspective to make judgement about cause/consequence. They will have an understanding of place, space, scale, interdependence, environmental impact, sustainable development, cultural awareness and cultural diversity. Our children will gain an understanding about the connections of humans with spaces and places and how physical landscapes shape human history. They will appreciate we are all connected and depending on one another in some form. They will become a thoughtful global citizen in an increasingly global world.

## 2. Teaching and Learning

The principle focus for teaching and learning at Temple Ewell is to broaden our children's view of the world around them through a rich and broad curriculum. This enables their understanding and natural curiosity to build and deepen throughout their primary school career, so when they leave our school they can recognise links and apply their knowledge to all aspects of their learning. They will be confident, independent and motivated learners. We will do this by:

- A big **Geography question** is the focus of our planning with a 'stepping stone' question at the centre of each lesson enabling all children to build and deepen their understanding of the Geographical concepts
- **Challenging vocabulary** is introduced through direct teaching and revisited regularly to embed and deepen knowledge and understanding.
- Children have a range of **purposeful engaging activities** to deepen their understanding.
- Children are encouraged to **learn collaboratively** with others, **experiencing** differing roles.
- Children are given opportunities to explore a **wide range of Geographical knowledge, skills and field work** to allow them to understand the connections between ideas.
- **Planning** involves creating engaging lessons where **curiosity is celebrated** in a positive environment.

- Teachers use precise questioning to test Geographical knowledge enabling the **inclusion of all children**.
- Geographical themes have been carefully mapped across each year group and through the school to ensure abstract vocabulary knowledge is **developed and built upon**.
- Teachers find opportunities to develop children's understanding by accessing outdoor learning, visit and trips or introduce the children to experts.

### **3. Assessment**

Children's progress is continually monitored throughout their time at Temple Ewell school and is used to inform teaching and learning. Children will receive effective feedback through teacher assessment in line with school's marking policy. By the end of each Geographical concept, children are expected to have a secure understanding of key aspects of the learning and be able to effectively answer the big Geographical question.

### **4. Planning and Resources**

Planning is a process in which all teachers are involved. At Temple Ewell all teachers use the big Geographical question as the focus for all lessons. Teachers have access to the Geographical Association Schemes of work to inform their planning and to source support and resources.

We have a sufficient range of Geography resources to aid and support the teaching of all Geographical concepts taught. These are kept in a central store area in the school where they are labelled and easily accessible to all staff or within the corresponding classrooms.

### **5. Organisation**

Geography will be arranged, planned and taught in Geographical concepts with big Geographical questions over a two year rolling programme due to the mixed age class organisation of our school. Each big Geographical question is mapped across a child's school career so knowledge and key concept vocabulary is built on and revisited to embed concepts and deepen understanding. Table 1. shows a curriculum overview with the main themes and concept vocabulary.

Table 1. Temple Ewell Geography Curriculum Overview

	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<b>Acorns</b>	Lifestyle/Culture	Climates	Biomes and seasons
<b>Cycle A</b>	Which toys do children play with around the world? What is a map? What is a country? How do countries differ?	What is the difference between a pet and a wild animal? Do all countries have the same types of pet? Does every country have the same type of animals? What animals live in different countries? Why do different countries have different animals	What do plants need in order to grow? What is a globe? What is a continent? Where do different types of plants grow? Why do different plants grow in different countries?
	<i>Settlement Land use Lifestyle/ culture Economic activity/ trade Transport River/water cycle Sustainability/resources</i>	<i>Weather Lifestyle/ culture Natural disasters Rivers/Water cycle Economic activity/ trade Land use</i>	<i>Transport Lifestyle/ culture Sustainability/ resources Land use Economic activity Weather</i>
	Local area	Lifestyle/Culture	Place Based Study
<b>Cycle B</b>	Why is our school special? What if we didn't have maps? What if there were no road names? What if you never left your local area?	Comparing countries, how are they different from one another, how are they similar? What is a country? Where do we live? How is England different to other countries?	What is the capital of the United Kingdom? What if the UK was attached to Europe? What if there were no buses or trains? What if London wasn't the capital of England?
	<i>Settlement Economic activity/ trade Tourism Sustainability/ resources Land use Weather</i>	<i>Lifestyle/ culture Land use Rivers Sustainability/ resources Economic activity/ trade Weather</i>	<i>Lifestyle/ culture Land use Rivers Sustainability/ resources Economic activity/ trade Weather</i>
<b>Willows</b>	Land use	Biomes	Weather and Seasons
<b>Cycle A</b>	How can Kearsney Abbey be improved? What is at the park? What type of people go to the park? How do people get there?	Is it important to be hot or cold? What if people cleared all of the trees in the rainforest? What if you and your family moved to the desert? What if the world's cold places got hotter?	What is Weather? What if it snowed all year round? What if there was a flood where you live? What if it never rained in your country?
	<i>Economic activity / trade Transport Sustainability/ resources Settlement Lifestyle/ culture Natural disaster</i>	<i>Rivers Settlement Lifestyle/ culture Natural disasters Land use Weather/ Climate</i>	<i>Climate Lifestyle/ Culture Natural disasters Rivers/Water cycle Economic activity/trade</i>
	Place Based Study	Continents and Oceans	Place Based Study
<b>Cycle B</b>	What is important about London? What are the features of London? How do people travel in London?	Where are we in the world? What if all of the continents were joined together? What if the oceans were as shallow as your bath?	How is Dover different Zambia How different is the food people eat in a Zambia?

	What might happen if the Thames froze?	What if all of the Arctic ice melted?	What are the similarities and differences between the way we live and the way people live in Zambia? What might daily life be like in Zambia?
	<i>Lifestyle/ culture Land use Rivers Sustainability/ resources Economic activity/ trade Weather</i>	<i>Rivers Settlement Lifestyle/ culture Natural disasters Land use Weather/ Climate</i>	<i>Transport Lifestyle/ culture Sustainability/ resources Land use Economic activity Weather</i>
<b>Elms</b>	Coasts	Economic activity/trade	Land Use
<b>Cycle A</b>	<b>What is a coast?</b> What are the features of places by the seaside? How can we identify features locally?	<b>How does modern day China impact on the world?</b> Where in the world is China? What are the human and physical features of China? What are the pros and cons of trade with China?	<b>How does how my life is linked to Brazil?</b> How does weather and climate of Rio compare to the UK? What might daily life be in Rio? What are the pros and cons of hosting the Olympic Games?
	<i>Lifestyle/ culture Weather/ Climate Settlement Natural disasters Economic activity/ trade Tourism</i>	<i>Land use Lifestyle/ culture Economic activity/ trade Transport River/water cycle Sustainability/ resources</i>	<i>Transport Lifestyle/ culture Sustainability/ resources Land use Economic activity Weather</i>
	Culture and lifestyle	Weather and Climate	Settlement
<b>Cycle B</b>	<b>How does Italy differ from UK?</b> Where is Italy? How does the physical and human features of Europe change? What makes someone want to holiday in the Mediterranean? I can compare and contrast different texts about the Mediterranean. (GE)	<b>What impact does weather have on the environment?</b> What if every year was hotter than the last? What if the equator ran through the UK? What if there was only one season where you lived?	<b>What is the UK like?</b> What if wind farms were the UK's only source of energy? What if there were no National Parks? What if London wasn't the capital of England?
	<i>Transport Weather Lifestyle/ culture Water/rivers Mountains Settlement</i>	<i>Weather Climate Lifestyle/ culture Natural disasters Rivers/Water cycle Economic activity/ trade Land use</i>	<i>Lifestyle/ culture Land use Rivers Sustainability/ resources Economic activity/ trade Weather</i>
<b>Sycamores</b>	Europe and Tourism	Mountains	Coasts
<b>Cycle A</b>	<b>Why might Greece have more visitors than the UK?</b> What if tourist numbers in the Mediterranean had to be strictly limited?	<b>How does physical geography vary across the world?</b> What if cities were all built on mountains? What if the weather got hotter the higher you climbed? What if there weren't any hills or mountains?	<b>What happens to coasts?</b> What types of coasts are there? How does our shore change Should we protect our coast line?

	What if we had only ever seen seaside photos of Greece? What if Athens was no longer the capital of Greece?		
	<b>Transport Weather Lifestyle/ culture Water/rivers Mountains Settlement</b>	<b>Biomes Economic activity/trade Weather/ climate Rivers/water cycle Settlement Sustainability/resourcing</b>	<b>Settlement Economic activity/ trade Tourism Sustainability/ resources Land use Weather Water/rivers</b>
	Rainforests and sustainability	Earthquakes and Volcanos	Local area
<b>Cycle B</b>	<b>Why are rainforests important?</b> What if all the rainforests disappeared? What if it didn't rain in the rainforest? What if all rainforest trees were the same?	<b>How might we protect people if the earth moves?</b> What if the UK was on a plate boundary? Are there advantages and disadvantages of living near a volcano? What if the Earth's crust was even thinner?	<b>Why might people have settled in Dover?</b> What can a map to show about our local area? How has our local area changed over time? How might our local area change in the future?
	<b>Weather/ Climate Transport Lifestyle/ culture Physical features Land use Economic activity/ trade</b>	<b>Economic activity / trade Transport Sustainability/ resources Settlement Lifestyle/ culture Natural disaster</b>	<b>Transport Lifestyle/ culture Sustainability/ resources Land use Economic activity Weather</b>
<b>Oaks</b>	Land use	Settlements	Rivers and Economic activity
<b>Cycle A</b>	<b>How has the use of land changed over time?</b> What causes change of use? What are the pros and cons of change?	<b>How have names and settlements changed over time?</b> What is in a name? What climate changes will effect different settlements?	<b>Does Amazon always deliver?</b> What if the Amazon rainforest was the size of your garden? What if the Amazon rainforest grew on an island?
	<b>Economic activity / trade Transport Sustainability/ resources Settlement Lifestyle/ culture Natural disaster</b>	<b>Land use Lifestyle/ culture Economic activity/ trade Transport River/water cycle Sustainability/ resources</b>	<b>Rivers/ water cycle Mountains Settlements Weather/ climate Natural resources Lifestyle/ culture</b>
	Mountains and Life style and culture	Rivers and trade	Sustainability/resources
<b>Cycle B</b>	<b>How does North America contrast to the UK?</b> How does Mount St Helens impact the surrounding area? What are landscapes different of the US states?	<b>Why are rivers significant to human development?</b> What if all rivers flowed underground? What if rivers were the only way to get about? What if we didn't clean our wastewater?	<b>Where does Dover fit in the world economy since WW2?</b>  How does the local area and my region fit into the wider world? What are the main features of my region?

	How does New York State compare to the region where I live?		How might our region meet people's needs?
	<i>Land use Lifestyle/ culture Economic activity/ trade Transport River/water cycle Sustainability/ resources</i>	<i>Coasts Weather/ climate Land use Transport Economic activity/ trade Mountains</i>	<i>Transport Lifestyle/ culture Sustainability/ resources Land use Economic activity Weather</i>

## **6. EYFS**

The Foundation Stage deliver Geography content through the 'Understanding of the World' strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

## **7. Equal Opportunities and Inclusion (eg EAL/SEN/PPG/HA)**

At Temple Ewell Primary School we are committed to providing all children with an equal entitlement to geographical activities and opportunities regardless of race, gender, culture or class. In our school we aim to meet the need of all our children by providing a variety of approaches to scaffold learning, enabling all to achieve. Teachers use the school's inclusion policy to ensure that a range of strategies are used which includes and motivates all learners, ensuring that optimum progress is made throughout the lesson.

## **8. Role of Subject Leader**

It is the responsibility of the subject lead to monitor the standards of the children's learning. Evidence of outstanding Geography includes:

- Book show progression of knowledge and understanding are progressing.
- Lessons are planned to deepen and build children's understanding.
- Conferencing with children proves children are excited and motivated by the subject.
- Children are given opportunities to experience trips or visitors to deepen understanding.

The subject leader is also responsible for: supporting colleagues in their teaching; for being informed about current developments in the subject and for providing a strategic lead and direction for Geography in the school. The subject leader monitors the budget, resources Geographical concepts and supports the booking of trips and workshops. The subject leader has specially-allocated time for fulfilling the task of monitoring, training and liaising with other subject leaders from other schools.