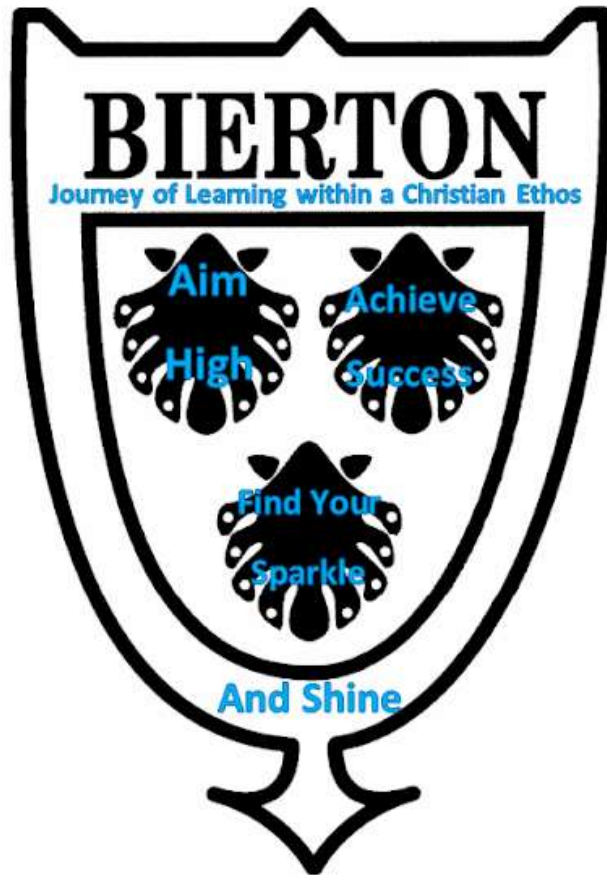


Bierton CE Combined School and Nursery



Geography Policy

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven'

Matthew 5:16

Date: September 2024

Date of Review: September 2025

Contents

- Our vision
- Rationale
- Key principles
- Curriculum Intent
- Key stage 1
- Key stage 2
- Procedure and Organisation
- Planning and lesson structure
- Progression, monitoring and assessment
- Achievement for all
- Parental involvement
- Subject leader

Our Vision

At Bierton Church of England Combined School, we want to develop children as citizens who make a difference to themselves; their peers and their community. We are all different; we are all unique; we all have strengths. We want our children to find their light and let it shine; and let God and ourselves be proud of who they are.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven' Matthew 5:16

Rationale

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Fieldwork studies should strengthen children's understanding of their own and wider communities in order to develop a sense of pride and willingness to protect the world around them for the future

Key Principles

- To develop geographical skills and language through the delivery of the main areas of the programmes of skills, places, rivers, weather, settlement and environmental change.
- To enable pupils to gain skills, knowledge, concepts and understanding about the world and its peoples.
- To develop pupils' awareness of the fragility of the planet and mankind's effect on it.
- To enrich other areas of the curriculum.
- To develop a respect and understanding of what it means to be a positive citizen in a multi-cultural country; and, in so doing, increase pupils' knowledge of other cultures.
- To develop pupils' graphic skills, including how to use, draw and interpret maps. To ensure the school's teaching staff is highly trained and consists of committed teachers who have the expertise to develop the potential of all pupils.
- To provide a rich and varied curriculum that will stimulate and interest all pupils.
- To ensure teaching styles and methods vary to suit pupils' differing learning styles and abilities.
- To provide resources for all pupils that will support effective learning and teaching.
- To develop understanding and knowledge of environmental problems at a local, regional and global level.
- To encourage in pupils a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To develop a variety of other skills, including those of enquiry, problem solving, ICT,

investigation and different means of presentation.

Curriculum Intent

The National Curriculum for geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

Key Stage 1

Location knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of 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 features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to 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 be taught about:

Location knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, 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)

Place knowledge

- 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 Human and physical geography
- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

Geographical skills and fieldwork

- 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) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Procedure and Lesson Organisation:

In the Foundation Stage children will study geography as part of the Early Learning Goal for Knowledge and Understanding of the World. They will undertake practical, skill-based activities that will support their understanding of the world.

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography and we use a variety of teaching and learning styles in our geography lessons. Lessons all have clear learning objectives, which are shared with and understood by the children. They are at all times aware of what they are going to learn through the activity, and what skills the teacher is looking for in their learning.

The study of geography will follow the National Curriculum for Geography for Key Stage One and Key Stage Two. In order to implement this, pupils will develop knowledge about the world, the United Kingdom and their locality. They will 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 will 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 will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. The school follow the units and lesson plans from 'Oddizi' with adaptations made to suit the needs of the classroom. There is clear progression across the year groups and the children develop and build upon their knowledge, skills and understanding year on year.

A variety of teaching and learning styles is used in our geography lessons. Visual, audio and kinetic learning enhances pupils' research and enquiry. Whole-class teaching methods combine with enquiry-based group work for research and practical activities. Visits are made to local areas of relevant interest, and also to places further afield. We try to ensure that each year group including EYFS will conduct a field study activity to develop their map skills.

Teachers incorporate individual, pair, class and group work into lessons. Pupils are taught through discussion, practical activity, games, investigations, problem solving and recording. They use IT for research and/or recording whenever it is felt appropriate and beneficial. The teaching style and methods are varied according to the subject matter and the pupils being taught.

Pupils use a variety of data to support their learning, such as maps, books, pictures, first and second-hand evidence, photographs, and IT. Pupils take part in role-play and discussions, and they report findings to the rest of the class. They engage in a wide variety of research activities.

Planning and Lesson Structure:

Curriculum planning in geography consists of three types; **long-term**, over one school year; **medium-term**, over one term; and **short-term**, weekly.

Our **long-term** plan maps the geography units studied by each year during each key stage. It is developed by the Humanities team in consultation with the teachers in each year group and is closely aligned with the requirements of the National Curriculum in geography.

Long – Term Geography Plan 2024 –2025

Global Neighbours	Geography	History					
Australia	Nursery	All about me Homes - different places we live	The Night Sky	Our diverse World Cultures and food	Exploring our world Protecting our world	The Great Outdoors Environments around the world	Let the adventure begin Trips and holidays Travel and transport
	Reception	All about me Personal history - my family	The night Sky Gunpowder plot	Our diverse World Environment - Different cultures of the world	Exploring our world Protecting our world GN Link - protect the environment	The Great Outdoors Growth in the environment	Let the adventure begin Journeys and destination
Asia (China)	Year 1	<i>Significant individual:</i> Mary Anning	<i>Significant events in British history:</i> Guy Fawkes & the Gun powder plot	Bierton Fieldwork: School and immediate surroundings	The UK Fieldwork: Virtual fieldwork on Malham (rural) THE UK KS1 on Oddizzi	Blue Planet OCEANS & CONTINENTS on Oddizzi	<i>Explorers & significant individual:</i> Amy Johnson (Trip)
Africa (Zambia)	Year 2	<i>Local history:</i> Ludwig Guttman (Para-Olympic sports for wounded soldiers WW1)	<i>Local & British history:</i> Remembrance (links to local memorial at Bierton church)	Contrasting Locality: Zambia Fieldwork: Houses in Bierton & cooking in forest CONTRASTING & LOCALITY: ZAMBIA on Oddizzi GN Link - Exploring other communities	<i>Significant events in British history:</i> Great fire of London	<i>Significant individuals & Local history:</i> Florence Nightingale and Mary Seacole (Local trip to Claydon House)	Hot & Cold places Fieldwork: Climate comparison to the cold places HOT & COLD PLACES on Oddizzi GN Link - protect the environment

North America (USA)	Year 3	<p>re-historic: Stone Age - Bronze Age (Work shop day)</p>	<p>Climate Zones Fieldwork: Climate comparison to the tropics</p> <p>CLIMATE ZONES on Oddizzi</p> <p>GN Link - protect the environment</p>	<p>Ancient civilisations & significant individuals:</p> <p>Ancient Egyptians</p>	<p>Bierton</p> <p>Fieldwork: Bierton as a village Traffic survey</p>	<p>North America</p> <p>Fieldwork: TBC</p> <p>NORTH AMERICA on Oddizzi</p> <p>GN Link - Exploring other communities</p>
South America (Brazil)	Year 4	<p>Wonderful Water</p> <p>Fieldwork: Local area water walk & Cassiobury Park canal/river</p>	<p>South America</p> <p>Fieldwork: Paper usage in school & impact on Brazil.</p> <p>RIO, SOUTH EAST BRAZIL & THE AMAZON BASIN on Oddizzi</p> <p>GN Link - exploring other communities</p>	<p>Explorers, significant individuals & diversity</p> <p>Explorers Christopher Columbus, Ibn Battuta, modern explorers</p>	<p>Antarctica - 2041 treaty</p> <p>Fieldwork: Virtual fieldwork on Antarctica</p> <p>ANTARCTICA on Oddizzi</p> <p>GN Link - protect the environment</p>	<p>Ancient civilisations & Local history:</p> <p>Romans</p>
South America (Mexico / Guatemala)	Year 5	<p>Volcanoes & earthquakes</p> <p>Fieldwork: Best place in school to take shelter</p> <p>VOLCANOES & EARTHQUAKES on Oddizzi</p>	<p>Ancient civilisations:</p> <p>Maya</p>	<p>Mountains</p> <p>Fieldwork: Coombe Hill (local area); Virtual fieldwork on climbing Mount Everest</p> <p>MOUNTAINS on Oddizzi</p>	<p>British history & diversity</p> <p>Black & British (Change over the last 300 years)</p> <p>GN Link - Social issues</p>	<p>Significant events in British history & local history:</p> <p>The Industrial Revolution and the Victorians (period of rapid change)</p>
Europe (Greece)	Year 6	<p>Significant events in British history & local history:</p> <p>Scots to Anglo-Saxons to Vikings</p>	<p>Ancient civilisations:</p> <p>Ancient Greeks</p>	<p>European region comparison: Greece and the Mediterranean</p> <p>Fieldwork: TBC</p> <p>GREECE on Oddizzi</p> <p>GN Link - Explore other communities</p>	<p>The UK and Bierton</p> <p>Fieldwork: Land use of Bierton/Aylesbury using Kingsbrook new development as sustainable living.</p>	

Our **medium-term** plans give details of the work covered by the individual class for each term. These plans are specific to each class and the teachers identify the skills needed by their pupils and

plan activities to address the needs of the class. Monitoring and evaluation ensure that pupils have complete coverage of the National Curriculum in geography.

Short term planning details the lessons taught over one or two weeks. These identify specific learning objectives for the class and for each group. In some cases individual targets are also set for specific pupils.

Progression, monitoring and assessment:

Geography provision is monitored by the Humanities team. They examine pupils' work and monitor classroom practice and curriculum planning. They also ensure all members of staff have appropriate training to enable them to deliver the curriculum to the expected standard of excellence. Termly in house CPD is conducted in staff meetings where any updates, changes and ideas can be shared with the rest of the teaching staff.

The Humanities team will keep a portfolio of evidence. This will include samples of children's work; evaluative judgments based on individual objectives; photographs etc. Each year group have a book that keeps a record of what the 5 key takeaways from the unit are, and use the children's work to do this. This book travels up the school with them and can be used to recap and remind children of their prior learning.

The Humanities team receive training from other providers to support them in their role. The Humanities team meet with the Head teacher to review geography provision in the school in line with the general curriculum review.

Teachers assess pupils on a half-termly basis or at the end of a unit which are passed onto the Humanities team. These assessments inform the teacher of the pupil's current achievements, and guide the teacher in planning the pupil's future learning. The Humanities team also analyse the data to track progress of knowledge across the school and use this to have an impact on teaching and learning.

Achievement for All:

We recognise the fact that there are pupils of widely different abilities in all classes and we use a variety of methods to ensure suitable learning opportunities for all pupils, by matching the challenge of the task to the ability of the pupil. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, with children completing as much as they can
- grouping pupils by ability and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the pupil;
- using classroom assistants to support the work of individual pupils or groups of pupils.
- giving additional teacher input to some pupils when needed.

For pupils on the SEN register, support is given according to our SEN policy.

Parental Involvement:

Parents are kept informed of the history and geography units that are being taught in school via the whole school and year group newsletters so that they are able to discuss key concepts and support their children's learning

The Subject Leader:

It is the Humanities team's role to keep up to date with the latest developments in the geography

National Curriculum and to ensure, through staff training and monitoring of pupil's work, that geography is being taught and assessed in line with school policy.