

Golborne St. Thomas' C of E J & I School

Geography Policy

A journey in faith, arriving with hope.

St. Thomas' School vision:

To ensure the children are highly valued by all members of the school community.

St. Thomas' creates a culture of high aspirations by making the school the heart of the community. We aim to develop a culture of curiosity and creativity by unleashing our children's God-given potential to make a difference in our locality and beyond.

Our parents, staff and governors see and understand the individual talents of each pupil and the opportunities provided. We openly celebrate and reward children's successes and achievements.

To inspire all children through a broad, balanced and engaging curriculum enabling every child to succeed.

We create an ethos where everyone is an explorer and an active participant. Children are challenged and encouraged to thrive in all areas. Our aim is to nurture talent and ensure children are equipped to live life in all its fullness.

Children experience a wide range of high-quality lessons and enrichment activities daily. We recognise that children are naturally curious; therefore, child-led learning is developed through their questions.

To nurture children's wellbeing to ensure healthy mind, body and spirit.

At St. Thomas' values are at the heart of all we do. We provide a safe, supportive environment which empowers children to grow and develop their self-worth, self-esteem and self-respect. Our unique learners are resilient and are willing to take big risks to make big leaps.

Values are actively promoted, modelled, and celebrated by all. Our inspiring curriculum and pastoral care teaches children the importance of healthy lifestyles: physically, mentally and spiritually.

Geography Policy

Golborne St. Thomas' is an inclusive school. We offer a high-quality education that promotes pupil's curiosity and fascination about the world and its people. As children progress through school, their growing knowledge should guide them to a deeper understanding of the physical and human processes of the world, and journey them to a development of geographical skills.

Geography in Key stage 1

Pupils will be taught to:

Locational knowledge

- Name and locate the seven continents and oceans.
- Identify characteristics of capital cities and the United Kingdom and surrounding areas.

Place knowledge

- Understanding similarities and differences of between areas United Kingdom and other non-European countries.

Human and physical knowledge

- Understand seasonal and daily weather patterns in the United Kingdom and other countries.
- Use basic geographical vocabulary to refer to key physical features and key human features.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its counties, alongside other counties and continents taught in this key stage.
- Use simple compass directions (North, East, South and West) to describe the location of features and routes on a map.
- Use aerial photographs to recognise landmarks and basic human and physical features.
- Use simple fieldwork and observational skills to study geography of the school and the surrounding environment.

Geography in Key stage 2

Locational knowledge

- Locate the world's countries, using maps to focus on Europe and North and South America.
- Name and locate counties and cities of the United Kingdom, as well as geographical regions and their identifying human and physical characteristics, and how they have changed over time.
- Identify the position and importance of latitude, longitude, Equator, Northern hemisphere

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and other countries.

Human and physical knowledge

- Describe and understand key aspects of including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, water cycles, 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 computer mapping to locate and describe features studied.
- Use the eight points of a compass, four and six-figure grid references.

Geography Provision

Each new topic will be introduced with a 'WOW' lesson to hook the children's interest and stimulate their curiosity. They will then generate their own questions from this, which will form the basis of learning throughout the topic, therefore making learning more purposeful and meaningful to the children. Learning will be evidenced in several different ways such as: work in topic books, classroom/school displays and Seesaw. This will ensure that children get to experience a wide range of learning activities which will allow them to fully explore the topic they are studying.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the requirements of the *Geography National Curriculum - Key Stage 1 and Key Stage 2, 2014*.

Further Information

For full details and to answer any further questions you may have, please consult our School Information Report, found on our school website.

Policy written: May 2024

Review date: May 2025