

Geography Policy

The Context of our School and its Curriculum

Our Shared Vision & Values		 Aspire to Achieve
A S P I R E	We are ambitious to ACHIEVE ;	we aim high, anything is possible!
	We show SELF-RESPECT ;	we support each other with empathy, tolerance and quiet confidence.
	We are PROUD ;	positive, practical and we persevere.
	We want to be INSPIRED ;	show our creativity, "Dream Big".
	We demonstrate RESILIENCE ;	we learn from our mistakes, are reflective and reciprocal, take responsibility for our actions.
	Everyone is EQUAL ;	there are exciting experiences at Carlton Road for all.

Carlton Road Academy is a two-form entry school with our own attached Nursery based in Boston, Lincolnshire. With a cohort drawn from the immediate area, the school serves a diverse community with a greater-than-average number of EAL and Pupil Premium students; mobility is high. As a result, it is key that our approach to teaching and learning is accessible to all children, regardless of their background. Our ethos "Aspire to Achieve" is embedded throughout the school, it's curriculum and our knowledge expectations – we expect our children to "Aim High and "Dream Big".

Our "Aspire" curriculum brings to life the school's ethos and values. It embraces the whole child and their success in education – both academic ambition, practical skills and social achievements.

At the same time, we expect the children to be proudly responsible of and for their own efforts, to persevere when the going is not always easy thereby making their individual contribution to the shared, equalitarian and democratic learning experience at Carlton Road.

Curriculum Intent

At Carlton Road Academy, our geography curriculum ignites and embeds fascination and curiosity as it relates to the world around us. One of our main aims is to ensure our children are equipped with the knowledge and skills to become 'Geographers'. Alongside this, we aspire to teach our children about their role within the local and wider area and the impact that they, as members of society, can have on it now and in the future.

Our curriculum is designed to provide a broad knowledge of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. In addition to this, it is also provides our children with the specific skills they need to be able to collect, analyse, interpret and communicate data gathered through field work with confidence and accuracy.

We believe that geography provides a vast number of opportunities to ask and answer questions, encouraging children to use a wide range of vocabulary linked to the subject and other curriculum areas. We endeavour to provide opportunities where the children can use their transferable skills and knowledge in other curriculum areas. This allows them to embed their key geographical learning and to become confident in doing so.

Our Geography curriculum is designed so that children start with 'themselves' and their local area before branching out to study the UK and then the rest of the world

Our curriculum promotes	A S P I R E	Achievement,	all learners are academically ambitious, aim high, maximising their own potential from their considerably different starting points. Everyone reads with enjoyment and enthusiasm. Anything is possible!
Our curriculum instils		Self-respect,	creating confidence, tolerance and mutual respect within the whole school community, children support and encourage each other upholding British Values.
Our curriculum promotes pupil's		Pride,	they feel part of something bigger, maintain positivity, take pleasure in their work, using both practical skills and their own mindset to help them persevere.
Our curriculum enables students to be		Inspired;	its varied content and wide-reaching subject matter offers a wealth of learning opportunities that encourage creativity, from close to home and further afield; we "Dream Big" at Carlton Road.
Our curriculum develops learners who are		Resilient	to be honest in their understanding and learn from their mistakes, overcome setbacks and challenges, to take responsibility for their own learning, to be reciprocal and reflective in lessons.
Our curriculum embodies		Equality;	everyone is entitled to exciting experiences, cultural, sporting and enriching and to have their views and voices heard.

The ambitions of our Curriculum

A	Achievement	Our Geography curriculum develops the children's thirst for knowledge. Through high expectations, the children see themselves as geographers as they increasingly learn about the world around them. Fieldwork investigations, provide opportunities for the children to gather, analyse and interpret a range of information, giving their learning a continued purpose with its application to the real-world. We ensure that such investigations provide a real-sense of celebration and achievement where children are able to conclude their findings and gain greater clarity. Throughout our teaching, the children develop an understanding of the purpose of the subject beyond the classroom through discussing and identifying the career opportunities that geography can offer e.g. cartography, town planning, conservation or meteorology.
S	Self-respect	Through studying local geography, including rich historical links, we want the children to show self-respect for themselves and the local area – being passionate and knowledgeable about their local community. Our children are 'the future citizens of the planet' and through geography teaching, we focus on the impact and damage humans are causing to our planet and what our role is on looking after it and the plants and animals that depend on it.
P	Pride	Our Geography curriculum encourages children to be proud of what they have achieved throughout their learning journey, no matter what their starting point. Aim High, Dream Big is something that we want all our children to aspire to, Geography enhances this through instilling a real sense of pride and celebration for being part of our school community, local community and beyond. It helps the children to become global citizens of the future and know that whatever they go on to do, they will have a vital role in shaping the community in which they live. No matter where our children started their life, all cultures will be celebrated in the same way.
I	Inspired	Our Geography curriculum has been designed to inspire the children's fascination and curiosity about the world around them. We promote the asking of questions and instil a desire to find the answer. Through the teaching of Geography, we aim to inspire our children to want to make a difference in the world; to be ambassadors for our planet like some of the key figures that we study.
R	Resilient	During Geography lessons, the children are encouraged to persevere when learning about a new geographical topic area – links are made to previous learning which helps build the children's resilience (i.e. this is what we know already). We encourage children to take inspiration from key figures and communities that have shown resilience across the world. Two of our School Houses are: David Attenborough and Greta Thunberg – both being role models, demonstrating resilience to protect the planet for the future.
E	Equality	Our Geography curriculum is designed to provide the children with a broad knowledge of diverse places, people, resources and natural and human environments around the world. All children will have the same range of geographical experiences through physical learning, fieldwork trips, visitors and visits.

Curriculum Implementation

Teaching and learning turns “thinking” (the task of the working memory) into “knowledge” (our long-term memories) that can be recalled and used again and again.

The table below demonstrates the types of knowledge the children acquire and what that looks like in Geography.

	Forms of Knowledge	What that knowledge looks like in school	What that knowledge looks like in History
A	Academic Answers	<p>Children encounter facts and learn knowledge that is ‘known’ for example: number bonds, spellings, capital cities, the wives of Henry VIII, colours.</p> <p>Facts that can be straightforwardly shared, memorised and recalled.</p>	<p>Our Geography curriculum is structured and sequenced to ensure coverage and progression as the children move through school – knowledge is sequenced and built upon over time. The children gain a coherent knowledge and understanding of themselves first, then our local area before looking out to the United Kingdom and the rest of the world. Knowledge organisers and retrieval tasks, help the children to embed key facts so that automaticity over time is gained.</p>
S	Situational and Symbolic	<p>Children interpret knowledge in the context of what they comprehend from the cultures they know (context, community heritage). This includes their understanding of symbols such as: written, gestures, body language, pictorial, coded (such a computers or road signs).</p>	<p>Through our Geography curriculum, the children have many opportunities to study a range of maps, learning to understand the key ordinance symbols of local maps as well as the physical and human features on larger, world maps (including the use of grid references). They provide the children with a sense of place and perspective through demonstrating where countries and specific features are around the world. This supports them to learn to value their own and other people’s cultures. Important links are developed and explored between History, Geography, RE and PSHE.</p>
P	Practical – the ‘How to?’	<p>Children learn practical knowledge when they need to know the ‘How to...’e.g., ride a bike, read a map. The knowledge may come in steps or stages. It could be written down to follow like a recipe or automatically retrieved, once learnt, such as how to swim.</p>	<p>Maps, atlases and globes are used during geography lessons to support children’s locational knowledge – in addition, children have access to maps, atlases and globes within their classroom. Through learning how to read and use a map, children can identify and make comparisons and differences about places around the world.</p>
I	Implicit and Incidental	<p>Implicit knowledge often is unconsciously obtained, and we may not recall learning it or be able to verbalise it: such as how to walk or talk. It builds on past experiences.</p> <p>Incidental knowledge is similar in that we acquire it from experiences, but these are unplanned or unintended.</p>	<p>Our Geography curriculum builds on previous geographical skills and knowledge – through using a range of maps, atlases, globes and aerial photographs – the start of the understanding is taught in Key Stage One and then these past experiences of using maps, atlases and globes are built on throughout Key Stage Two where children unconsciously use these resources.</p>
R	Relationships and Real Life	<p>This is knowledge that supports children build relationships and understand how social interactions work; the knowledge behind ‘real life’ skills such as empathy, friendship, honesty. For some it comes naturally, most children need a level of coaching to acquire it.</p>	<p>Through our Geography curriculum, the children develop an understanding and awareness about the life of people in their local area and the wider world, especially when comparing and contrasting countries and regions. Such knowledge and understanding of different communities and cultures enables our children to showing empathy towards others.</p>
E	Experiences and Experts	<p>This is knowledge built up from a range of experiences both undertaken or encountered personally such as a visit to a place of historical interest, it may be explicitly taught, or delivered by an “expert” such as a professor, or sensorily observed such as an experiment.</p>	<p>Atlases, globes and range of maps (including historical maps) are used throughout school to support children’s locational knowledge as well as aerial photographs. Visits, visitors, virtual visits, in-school Wow days and fieldtrips are planned and organised to provide the children with first-hand experiences to support and develop their learning – children will be excited about their learning if they are given the opportunity to have a hands-on experience.</p>

In Geography, we teach to secure that knowledge in the following ways:

	How the children will acquire their knowledge:	What that practice looks like in Geography
A	Active construction of knowledge, the acquisition of <i>vocabulary</i> , teacher <i>articulation</i> of learning processes and the <i>asking and answering</i> of questions.	Knowledge organisers are used as part of the retrieval process. Key geographical knowledge and skills are embedded through planned rehearsal of learning (retrieval practice). Key questions are used for enquiry, to challenge the children’s thinking and encourage independent study. Geography specific vocabulary is progressive – through revisiting prior learning and then extending children’s knowledge further. Teachers have knowledge of the geography topic they are currently teaching as well as how it links to both prior and future learning – they know where their current geography topic ‘fits’ within the children’s geography learning journey and continuously communicate these connections to the children. High-quality texts are used throughout curriculum, these are accessed during geography lessons or used to link with learning in English lessons, or as the class text. By immersing the children in the geographical topic, this encourages a deepening of the children’s knowledge, an understanding of a subject, the confidence to ask and answer a range of questions as well as exposing them to rich vocabulary.
S	<i>Staged</i> development enables children to join up intertwined groups of meaningful knowledge into <i>schemas</i> . This comes <i>semantically</i> , through the <i>senses</i> , through <i>skills</i> and <i>socially</i> .	During the journey a child goes on in our curriculum, they will make connections. Vocabulary and meaning (semantics) will coincide with events the learners have experienced. Our Geography curriculum is designed to support children in their ability to ‘know more, remember more’. Regular opportunities are used to review the learning that has taken place in previous lessons, terms and years.
P	<i>Practically</i> : children access a wide range of memorable learning through <i>play</i> , the <i>power of stories pictures and print</i> and through <i>problem-solving</i> activities.	Atlases, globes and range of maps (including historical maps) are used throughout school to support children’s locational knowledge. Regular fieldwork provides opportunities for the children to ask and answer questions as well as solve-problems and interpret findings practically. Texts and photographic images, further support knowledge and understanding through providing relatable and informative learning opportunities for the children.
I	<i>Internalisation</i> of learning through <i>interaction, instruction, imitation</i> and <i>integration</i> aids the movement of thoughts to long term memory.	Teaching in Geography allows for regular opportunities to review the learning that has taken place. Children will listen to teacher instructions and imitate what they have seen the adult or expert do in their modelling of a task. They are provided with opportunities to interact, share and discuss ideas integrating these into their work. The repeated practice and development of skills (such as map reading) as part of the learning sequence, aids the transference to the long-term memory.
R	<i>Retrieval</i> of knowledge through <i>repetition, revision, recycling</i> and <i>routine</i> prompts memory “muscle” to work, making knowledge “stick”.	Knowledge organisers are age-related and planned for as part of a retrieval process. Regular planned retrieval practise is used during geography lessons to deliberately recall information – the act of pulling information ‘out’ from the children’s minds improves learning. Retrieval practice is ‘high challenge, low treat’. Examples include: flashcards, mind-mapping, brain dumps, pairs match, ordering events on a timeline.
E	Special <i>experiences</i> linked to learning objectives and opportunities in specific <i>environments</i> can enhance the probability of long-term memory retaining key messages.	Visits, visitors, virtual visits, in-school Wow days and fieldtrips are planned and organised to provide the children with first-hand experiences to support and develop their learning – children will be excited about their learning if they are given the opportunity to have a hands-on experience. It gives the subject more purpose and meaning.

Teaching Geography

The Geography and History curriculums have been designed to interlink and reinforce the children’s learning and understanding together. For example, in Key Stage Two, chronology and historical interpretation may run alongside human and physical geography in a lesson about “Why did the ancient Egyptians build their temples on the banks of the river Nile?”

Similarly, in addition to the History curriculum in Key Stage One, the Geography and Science curriculum have been designed to interlink and support the children’s learning and understanding together. For example, in Year 1, as part of the ‘Where Do We

Live?' topic, links are made to Science when walking around the school grounds. (Plants – to know how identify a range of common flowering plants and trees found in a UK woodland).

Our Geography curriculum is divided into specific concepts of knowledge; successful learning requires the child to understand and know each concept within the subject to ensure their experience is a rounded and robust one. Understanding a single area in isolation will not develop the broad knowledge needed to acquire the cultural capital Geography can offer.

Our Geography Progression Map is divided into:

- **Location, place, using and creating maps**
- **Geographical fieldwork**
- **Human and physical geography**
- **Geographical enquiry, sources and communication**

Teacher's pay heed to the Voyage Trust's **Geography Progression Map** so they can see what knowledge the child should have already and what is to come in future years. The map shows the specific curriculum areas of knowledge that combine together to enable our children to become successful in all areas of Geography.

EYFS

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps.

Key Stage One

Children will develop their knowledge about the world, the United Kingdom and their locality - understanding 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.

Locational Knowledge

- To name and locate the world's 7 continents and 5 oceans.
- To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

- To 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

- To 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.
- To 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.
- To know key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

- To 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.
- To use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.
- To know how to 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.
- To 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.

This content will be taught through the following units:

- **Where Do We Live?** *In Year 1 - Human Geography; our location; cities and countries of UK, weather, seasonality. Simple mapping to identify human and physical geographical features.*
- **Mary Anning/Jurassic World** *In Year 1 - Physical Geography; cliffs and coasts, fossils and archaeologist.*
- **The Great Fire of London** *In Year 1 - using maps to locate London landmarks - River Thames, Tower of London, St Paul's Cathedral.*
- **They Changed the World** *In Year 1 - use of maps, directional language, seasonal patterns in weather and climate.*
- **Be Wild!** *In Year 1 - understanding the importance of recognising local wildlife, plants, woods, and our local farming roots.*
- **Forest Rangers** *In Year 2 - Human Geography; land use and human impact. Comparisons with Lincolnshire woodland, UK forests and non-European rainforests. Using knowledge of physical geography intertwined with scientific and historical learning.*
- **Who Built Our Castles?** *In Year 2 – locate the Equator, North and South Poles, Northern and Southern hemispheres on a world map and globe and hot and cold areas. Basic map symbols and locate well-known Norman castles on a map.*
- **Shipwrecked; Voyage of Discovery** *In Year 2 - applying historical and geographical knowledge to explore the legacy of exploration by some of our local ancestors. Investigating and comparing the UK with Australia following in the footsteps of Captain Cook and Joseph Banks.*

Key Stage Two

Children will extend their knowledge and understanding beyond the local area to include the wider world, including the location and characteristics of a range of the world's most significant human and physical features.

- **Locational 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 in 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 8 points of a compass, 4- and 6-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 record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

This content will be taught through the following units:

- **Changing Lives – Stone Age to Iron Age** *In Year 3 - relationship between a physical environment, land use and settlement, locate major Stone, Bronze and Iron Age sites in the UK on a map using simple letter and number grids.*
- **Our Active Planet** *In Year 3 - Physical Geography, understanding our planet, why natural disasters occur and their impact on people's lives.*
- **The Legacy of the Ancient Romans** *In Year 3 - use maps to locate key Roman towns and show the expansion of the Roman Empire, map the routes the Roman soldiers took to Britain and within Britain when invading. Identify key British Roman sites and roads, including locally.*
- **Lincolnshire Farming** *In Year 4 - Human and Physical Geography; investigating land use and settlements locally and within the UK.*
- **Rivers and Mountains** *In Year 4 - Using a range of geographical sources to know the location and key physical features of the major countries, continents, mountains and rivers of the world. Geographical knowledge is applied to compare local and world rivers. Including a local fieldwork study.*
- **Ancient Civilisations: The Legacy of Ancient Egypt** *In Year 4 - locate the Ancient Civilisation on a map. Location, physical features and climate of modern Egypt. Identify the River Nile, where it flows and where it enters the sea, importance of the River Nile (farming, building, trade) and how seasonal flooding of the Nile was fundamental to the success of the Ancient Egyptian civilisation.*
- **Nature's Energy** *In Year 5 – applying knowledge of human and physical geography to explore how using renewable energy is shaping our lives and landscapes around us. Including a coastal fieldwork study.*

- **The Ancient Maya Civilisation** *In Year 5 – understanding climate zones of the world and the related importance of the equator and the tropics, biomes, food production, use a range of maps to describe the key physical and human characteristics of the region of Meso-America and compare with the UK. Use 4 figure grid reference and read a 6-figure grid reference.*
- **The Legacy of the Ancient Greeks** *In Year 5 - physical features and climate of modern Greece. Use maps to locate regions, oceans and cities of Ancient Greece and how the physical geography of the area formed natural barriers between the city states including the significance of how the mountain formed barriers in the region.*
- **The Industrious Victorians** *In Year 6 - learning includes a geography fieldwork study to witness the impact the era had on our locality.*
- **World War Two: A Battle for Britain** *In Year 6 - key countries that took part in World War Two, name and locate their capital cities, use 6-figure grid references, describe height and slope from a map and read and compare scales on a map. Read aerial photographs and explain how they are related to corresponding maps and use simple geographical data to draw conclusions about changes in population within a settlement.*
- **Pushing Boundaries** *In Year 6 – a geographical study to explore how individuals across the globe have single-handedly tackled the environmental impact of climate change and changed the fortunes of their communities.*

Lincolnshire Heritage Week

Alongside teaching local geography within the main historical topics being taught, we have incorporated a Lincolnshire Heritage Week during the Summer Term, with a focus on either the history or the geography of the local area: Reception, Year 2 and Year 4 follow a local geography enquiry:

- Reception – **Explore where we play** – *learn, practice, develop and apply a range of fieldwork skills and techniques to investigate the geography of the school grounds.*
- Year 2 – **Mapping our school** – *build on experience from EYFS, following our fieldwork enquiry framework, children will learn, practice, develop and apply a range of fieldwork and mapping skills and techniques to investigate the geography of the school grounds.*
- Year 4 – **Mapping changes in our local area** – *Focussing geographical enquiry on the school grounds and land use around the school: children will learn, practice, develop and apply a range of fieldwork skills and techniques to investigate the local human geography around the school.*

Impact

Assessment

There is no statutory assessment in Geography, however teachers use assessment to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is a crucial part of the teaching sequence within Geography:
 - It is used throughout every lesson to inform the teacher of starting points for individual learners as well as who may need further scaffolding (e.g. additional modelling, further practise, adult or peer intervention) or challenge, depending on how they are progressing within the lesson.
 - Every time we ask a question, we do this to gain an overall understanding of what the child knows and what they need to know in order to move their learning on and develop their skills further. Questioning during lessons also enables teachers to identify misconceptions and ensure that they are addressed.
 - We recognise that the best form of intervention happens within a lesson or soon after, however adaptations are made to planning in response to need, this being done in readiness for the next lesson.
 - Through the use of Knowledge Harvests – these are completed at the beginning of each geography topic, assessing what they children already know (remember) from previous learning. Then throughout the geography topic, as the children's knowledge is built up, the children add their understanding to the Knowledge Harvest throughout the term.

At the end of a unit of work, teachers will assess whether the children have gained the required knowledge and skills. This will inform the teachers of key learning areas when teaching their next geographic topic. Then, at the end of the academic year, the teacher will pass this information onto the next year group teacher for building on.

This policy was most recently updated in:

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