

Geography Policy



We can and we will
GLEBE PRIMARY SCHOOL

Geography Policy

Mission Statement

At Glebe School, we believe in an ethos that values the whole child.

We strive to enable all children to achieve their full potential academically, socially and emotionally.

Introduction

Geography raises and answers questions about the natural and human worlds. It develops knowledge of places and environments across the globe, an understanding of maps and a range of investigative and problem solving skills to be applied both inside and outside the classroom. Geography provides a focus within the curriculum for understanding and resolving the issues concerning the environment and sustainable development.

Geography allows pupils to encounter different societies and cultures leading them to realise how nations rely on each other. Geography can encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Purpose of Study

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, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography National Curriculum: Programmes of Study Key Stage 1 & 2 2013

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf

Aims

Through our teaching of geography we aim to:

- stimulate pupils' interest in and curiosity about their surroundings;
- increase their knowledge and understanding of the changing world;
- encourage pupils to ask questions and propose solutions to environmental problems;

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- develop pupils' competence in specific geographical skills;
- foster a sense of responsibility for the earth and its resources;
- develop, in pupils, 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;
- help pupils to 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;
- ensure children 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.

Curriculum

Early Years

Within the Early Years Foundation Stage, geography is included as part of *Knowledge and Understanding of the World*. The children learn to investigate similarities and differences; the local environment and cultures and beliefs, fostering the skills essential to developing geographical understanding.

This is set out in the early year's curriculum, as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should 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. These are achieved through 4 key areas: locational knowledge, place knowledge, human/physical geography and geographical skills.

Pupils should be taught to:

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

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- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop;
- 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 [for example, 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 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 should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

- 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);
- 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;
- 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;
- 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.

Teaching and Learning Styles

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, differentiating where appropriate, and we combine these

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with enquiry-based research learning opportunities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs and we enable them to use IT and the Media Suite in geography lessons where this serves to enhance their learning.

Children take part in role-play and discussions and they present reports to the rest of the class. They engage in a wide variety of problem-solving based learning. Wherever possible, we involve the children in 'real' geographical opportunities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

Planning

We carry out curriculum planning in geography in three phases (long-term, medium-term and short-term). The long-term plan, maps the geography topics studied in each term during each Key Stage; the geography subject leader decides this in conjunction with teaching colleagues in each year group and the children study geographical topics in conjunction with other subjects, especially at Key Stage 1. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

Teachers write medium term plans for each topic using the statements from the national curriculum and include key questions and then adjust this accordingly, in the short term, if needed as they progress through the term.

In KS2, each subject is taught for an afternoon, each fortnight to help the teachers and children to have a more of in depth look at the subject matter. Many of which follow a learning journey and also allow for student lead/inspired activities.

In KS1, each subject is taught weekly. The lessons are sequenced to show progression in skills and thinking.

In EYFS, topic lessons are taught in the afternoon, which, due to the timings of the school day, allow for extended lessons. Planning is driven by the children's interests and their views are sort before each topic is planned.

Planning also reflect trips booked by the teachers in advance which aim to support/inspire the children in their learning journey. These are not uniform across the school in terms of when they take place, they can happen at the beginning as a hook, part way through to continue the engagement or at the end to sum up and contextualised their learning.

Cross-curricular links with other subjects will reinforce and enhance geographical skills, e.g. using stories in English, interpreting data in maths, locating places in geography and listening to music from other ages. Geography will complement P.S.H.H and R.E.

Progression

Planning for geography should ensure continuity and progression. Teachers should refer to the school's progression documents and each year groups' knowledge organisers, to ensure that they are teaching the knowledge required for each unit of work and also that there is a progression of geographical skills building from the year before.

Differentiation and Special Needs

Geography forms part of the school's ethos to provide a broad and balance education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual

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children in their Individual Education Plans Maps (IEPs).

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges;
- Responding to the diverse learning needs of pupils;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We recognise the fact that in all classes, there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child, taking into account their relative starting points.

We achieve this by:

- setting common learning opportunities which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty and directing these at different children;
- differentiating expectations of learning outcomes through geographical skills, depth of conclusions and analysis;
- grouping children by ability in the room and setting different tasks to each ability group;
- using Blooms Taxonomy as a basis for our questioning allowing there to be a progression of thinking skills within the classroom;
- providing opportunities for mixed ability learning and discussions;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Assessment

This will be in accordance with the school's assessment policy, which is followed throughout the school. The assessment of pupils' work can provide information for pupils, teachers and parents:

- To enable pupils to reflect upon and celebrate achievement;
- To help plan for progression, continuity and target setting for pupils are to inform planning for future work of whole classes and individual pupils;
- To communicate achievement and identify areas for future development to pupils, parents and teachers;
- To evaluate the effectiveness of teaching and learning.

The assessment of children's work is on-going, to ensure that the understanding is being embedded and that progress is being made. This is monitored by the use of Topic Records. Teachers will have the National Curriculum objectives at the bottom of the record and highlight each one that is achieved during that topic. The geography leader will then collect the data from each class and monitor how each class is doing individually and how the year group is doing collectively. Feedback is given to the children as soon as possible and marking work will be guided by the school's Marking Policy.

Teachers monitor children's progress and adjust their teaching accordingly. Assessment of the children's work is ongoing to check understanding and ensure that progress is being made. Assessment is based on the national curriculum. The planning and questioning / verbal discussion can be used alongside marking work to ascertain if the children are making good progress.

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In EYFS, children are assessed against the ELGs using the 2Simple profile. Reports of the children's progress in each area are sent to the parents on a weekly basis.

Other assessment evidence should be apparent when teachers complete a unit of work and record relevant progression information at the bottom of subjects planning document.

Values, Attitudes and Equal Opportunities

Pupils should learn to work with others, listen to each other's ideas and treat them with respect. They should have opportunities to consider their own attitudes and values and those of other people.

All pupils will have equal opportunities to reach their full potential across the geography curriculum and be given equal access irrespective of race, gender, cultural background, level of ability, or of any physical or sensory disability. Mutual respect and tolerance for all cultures will be promoted through the study of geography.

Roles and Responsibilities

The **subject leader's** role is to:

- support colleagues in teaching the subject content and developing the detail within each unit;
- renew, update and complement resources needed to deliver the curriculum, within budget restraints;
- audit current practice;
- develop assessment and record keeping to ensure progression and continuity.
- keep abreast of developments in geography education and media usage;
- prepare and review policy documents, curriculum plans and schemes of work for the subject;
- encourage staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for all pupils at different stages of development and which enables pupils to progress in the subject;
- help colleagues develop their subject expertise and organise and monitor their professional development;
- collect, evaluate and inform staff of all resources;
- ensure standard formats for assessment and monitoring are being used;
- provide annual subject action plans including costings and priorities which help inform the school development plan;
- analyse class, year group and whole school data and report findings to SLT;
- attend and deliver insets.

The **class teacher's** role is to:

- ensure coverage of geography for their year group/Key Stage;
- inform the subject leader of any resources needed to deliver the units before they arise in the curriculum;
- plan and deliver lessons to appeal to all learners to enthuse as well as educate the children in their class.

Monitoring and Review

Monitoring of the curriculum will be done by the geography subject leader and Senior Leadership Team, through scrutiny of work and teachers' planning. A portfolio is being

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compiled which will contain examples of work and photographs of displays, visits and presentations.

The geography policy of the school is reflected in our practice. This is monitored regularly by the geography subject leader through the scrutiny of planning, pupil interviews, staff surveys and children's work.

The geography subject leaders use tracking sheets to assess the progress of classes, year groups and the school as a whole. An end of year analysis of this data enables us to gain an overview of the standard of geography teaching at Glebe and helps us to plan future priorities. The general findings are then discussed with the Headteacher and staff.

Further action is included in our school development plan and relevant INSET organised. New members of staff will be introduced to the policy by the subject leaders. We will judge the success of our geography teaching and know the aims of this policy have been fulfilled by the following key indicators:

- The motivation and the interest displayed by our pupils
- The development, over time of pupils understanding of geographical skills, attitudes and concepts.
- The pupil's ability to apply their understanding in a variety of new situations.
- The end of term's, and year's, data.

Reviewed: June 2020

To be reviewed June 2022