



GEOGRAPHY POLICY



Introduction

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment.

Geography encourages children to learn through experience, particularly through practical and fieldwork activities. At Carr Head Primary School, we believe it is important to build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more.

The strands in Geography are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Aims

The aims of geography are:

- To inspire in pupils about the world and its people that will remain with them for the rest of their lives.
- To provide pupils with knowledge about diverse places, people, resources and natural and human environments.
- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To obtain geographical knowledge, understanding and skills.
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

Please see: 'Intent, Implement and Impact table overleaf:

Intent:

Our geography offer aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like geographers. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our geography offer, we aim to build an awareness of how geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our geography offer encourages:

- a strong focus on developing both geographical skills and knowledge;
- critical thinking, with the ability to ask perceptive questions and explain and analyse evidence;
- the development of fieldwork skills across each year group;
- a deep interest and knowledge of pupils' locality and how it differs from other areas of the world;
- and a growing understanding of geographical terms and vocabulary.

Teaching and learning enables pupils to meet the end of key stage attainment targets in the National Curriculum.

Implementation:

The National Curriculum organises geography attainment targets under four subheadings or strands:

- Locational knowledge;
- Place knowledge;
- Human and physical geography;
- and Geographical skills and fieldwork

Our geography offer has a clear progression of skills and knowledge within these four strands across each year group. Our progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. Our Long Term Map & Skills and Knowledge Progression document shows how we meet the National Curriculum attainment targets as well as each of the four strands. Our scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in geography. Staff are encouraged to explore cross-curricular links throughout each unit, allowing children to make connections and apply their geography skills to other areas of learning. Our enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. Questions are open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change.

Impact

An enquiry-based approach to learning will allow teachers to assess children against the National Curriculum expectations for geography. The impact of our offer is constantly monitored through both formative and summative assessment opportunities. Lessons have opportunities for teachers to assess pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding. Opportunities for children to present their findings using their geographical skills

will also form part of the assessment process in each unit. Pupils should leave school equipped with a range of skills and knowledge to enable them to study geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical. The expected impact of the delivery of our geography offer is that children will:

- compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas;
- name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle;
- understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this;
- develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative;
- develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping;
- identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day;
- and present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.

Impact will be evident through AFL and summative assessment, demonstrating that children meet the end of key stage expectations outlined in the National Curriculum for Geography.

Curriculum

Early Years

We teach Geography in EYFS as an integral part of the Understanding the World concepts covered during the year. As outlined in the Key Learning in EYFS document, the specific area of Understanding the World includes four key aspects; communication, mapping and geographical skills, fieldwork and enquiry. To meet the ELG of 'The Natural World', children will develop an understanding of the natural world by exploring the world around them and making observations, drawing on their experiences and learning to understand similarities and differences between their environment and contrasting environments and understanding some processes and changes in the world around them. This understanding will be developed through experiences, discussion, play and stories. The EYFS Geography curriculum lays secure foundations for progression into Year 1.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions

about people, places and environments, and use geographical skills and resources, such as maps and photographs. The school has adopted the Kapow scheme of work for Key Stage 1.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized, including history, science and computing. The school has adopted the Kapow scheme of work for Key Stage 2.

Organisation

Through the Geography Long Term Plan, we ensure that children have complete coverage of the National Curriculum.

Field Work

It is encouraged that teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork. When sessions lead to leaving the school grounds staff must adhere to the Kent Authority Risk Assessment procedures using Evolve. Any water activities or work near water requires at least 10 weeks notification and application prior to the visit (see additional risk assessment policies for further information and clarification).

Spiritual, Moral, Social and Cultural opportunities

Geography is an excellent vehicle for developing children's learning in this area. Discussions about the use of the world's resources and the impact of different events on the lives of local people deepen the children's ability to understand and empathise with fellow humans across the globe. The opportunities to explore 'putting yourself in someone else's shoes' abound in the study of geography and it is embraced during the teaching wherever possible.

Role of Co-ordinator

The Geography co-ordinator leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Identifying training needs of staff through monitoring and performance management review.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work.

Health and Safety

The School's policy for visits and excursions will be adhered to for all trips. A copy of the Health and Safety policy can be found in the school office. This is supplemented with county guidance concerning Educational Visits.

Ensuring continuity and progression in learning

Whilst knowing more is an integral part of continuity and progression it is nevertheless just one element of it and merely sequencing subject content will not ensure on its own that our pupils become better geographers. To ensure continuity and progression for all pupils the curriculum is carefully organised EYFS – Year 6 to ensure that our pupil's knowledge and understanding of geography develops because:

- Expected subject outcomes in terms of developing as a young geographer increase in complexity and level of challenge as detailed above and are used as the starting point for all planning of content delivery and learning and teaching enquiries;
- There is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the National Curriculum;
- The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
- The mastery and application of geographical tools and skills occurs in more precise and complex contexts;
- The focus of what pupils learn becomes gradually more issues based enabling them to explain links, patterns and processes and be more informed and mature in their thinking and self-reflection in terms of recognising the importance of attitudes and values about contested matters.

Through the 'Progression of Skills and Knowledge' document, we ensure that children have complete coverage of the National Curriculum (please see Appendix 3).

Geography – 'Quality First Teaching'

Geography is taught through a Quality First Teaching approach. The essential characteristics of Quality First Teaching are the following;

1. Clearly designed lesson plans;
2. Plenty of opportunities to involve and engage with pupils;
3. Appropriate use of modelling, explaining and questioning for pupils to engage with higher levels of critical thinking skills;

4. Providing pupils with the chance to talk both individually and in groups;
5. An expectation that pupils will accept responsibility for their own learning and work independently;
6. Regularly using encouragement and (authentic) praise to engage and motivate pupils.

Record Keeping and Assessment

The Geography co-ordinator will monitor pupil's work. At the end of each unit, the key knowledge, understanding and where appropriate fieldwork skills will be assessed by the class teacher. The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level.

Assessment will be undertaken using the following methods: -

- observation of pupils
- talking with pupils
- marking written work
- self-assessment
- peer assessment
- the evaluation of discussion

Please also refer to the School Assessment Policy.

Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy.

The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching Geography. A copy of the school's equal opportunities policy can be found in the school office.

Special Educational Needs

We recognise that there are children of different abilities in all classes, and we ensure that activities are differentiated where appropriate to ensure every child's educational need is met. Through our teaching of geography, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language. We provide suitable learning opportunities for all children by matching the challenge of the task to the child. We achieve this in a variety of ways by:

Scaffolding (*temporary support that is removed when it is no longer required*)

- Support could be visual, verbal, or written.
- Writing frames, partially completed examples, knowledge organisers.
- Support with getting equipment needed.

Explicit instruction (*teacher demonstration followed by guided practice and independent practice*)

- Worked examples with the teacher modelling and thinking out loud to teach children.
- Using visual aids and concrete examples promoting discussion and links in learning.

Cognitive and Metacognition Strategies

- Cognitive strategies - *memorisation techniques or subject specific strategies*
- Metacognition strategies (*help pupils plan, monitor and evaluate their learning*)
- Chunking the task through provision of checklists, instructions on a whiteboard or providing one question at a time.
- Prompt sheets

Flexible Grouping (*pupils are allocated to smaller groups based on the individual needs*)

- For collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept.
- Pre-teaching key vocabulary

Use technology (*assist teacher modelling or used to give feedback*)

- Use a visualizer to model worked examples.
- Online quizzes to check understanding.

Review

This policy will be reviewed at least every three years.

Review date: Spring 2029