



Geography Policy 2020-21

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Last Reviewed:

Reviewed by: Miss K Hayward

Next Review Date: September 2021

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

DfE Statutory guidance

National curriculum in England: geography programmes of study

Statement of Intent

At Moggerhanger Primary School we aim to:

- Provide a range of geographical experiences, both in and out of the classroom, which encourage children to build interest and enjoyment, knowledge, understanding and confidence, as well as allowing them to achieve to the maximum of their potential in the subject.
- Foster a sense of wonder and curiosity about the world in which our children live and develop a sense of place.
- Develop children's geographical vocabulary and a range of skills. We will then teach them to apply them in an increasing range of situations to carry out geographical enquiry and to interpret geographical information.
- Communicate geographical information in a variety of ways.
- Allow our children to become familiar with their own surroundings and extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the wider world.
- Teach our children to develop knowledge and understanding of the human and physical processes and patterns which shape places and extend this to an appreciation of interconnections within and between different places.
- Encourage children to adopt an enquiring approach to the world around them, developing in their ability to formulate appropriate questions, research, handle data and draw conclusions.
- Encourage children to appreciate similarity and difference in the world around them, having empathy for the lives of others and respect for others' beliefs, attitudes and values.
- Enhance our children's sense of responsibility for the care of the earth and its people.
- Teach our children to develop an understanding of environmental sustainability and how they can be actively involved in living as sustainably as possible.

Through geography we also aim to:

- Improve skills in English, Maths and Computing
- Develop thinking skills
- Promote awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens
- Develop independent learning and collaborative skills

Secondary School links

The geography co-ordinator works closely with the Geography team at our partner school Sandy Secondary. By attending regular subject cluster meetings the co-ordinator is able to provide the Year 5 and 6 teacher with lesson activities and resources shared by the Secondary Geography team to support eventual transition to Secondary School. It is our aim that by doing this our Upper Key

Stage Two children will be appropriately prepared for the learning expectations of Geography when they move into Year 7.

Implementation through Teaching and Learning

- Early Years and Foundation Stage

Geography in the Foundation Stage and Preschool is taught as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the EYFS, Understanding the world, which underpin the curriculum planning for Foundation Stage children. Geography makes a significant contribution to the objectives of developing a child's knowledge and understanding of the world through a range of different activities.

- Key Stage One

The National Curriculum Programmes of Study at Key Stage One focuses on developing children's knowledge, skills and understanding of geography. Children 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.

Pupils should be taught to:

- Name and locate the world's continents and oceans
- Name, locate and identify characteristics of the four 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 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, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather
- Key human features, including: city, town, village, factory, farm, house, office, 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
- Simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic 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 the key human and physical features of its surrounding environment.

Each of the points above are met several times throughout key stage one.

Key Stage Two

The National Curriculum Programmes of Study at Key Stage Two also focuses on developing children's Knowledge, skills and understanding of geography. Pupils should extend their knowledge and understanding beyond the local area and the United Kingdom to include 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 tools 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 and North and South America and 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, including hills, mountains, cities, rivers, key topographical features 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, and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four-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.

Each of the points above are met several times throughout Key Stage Two.

Spiritual, Moral, Social and Cultural Development

At Moggerhanger Primary we aim to promote our children's SMSC development through our teaching of Geography.

Spiritual development: Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

Moral development: Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social development: Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. Geography helps pupils to understand society better. Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities. Our Geography education encourages pupils to explore how places have been changed by the contexts and processes that have shaped them. It helps them to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds.

Cross-Curricular Links

English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We focus on the key vocabulary of the subject and use writing frames as appropriate. Children are provided with opportunities to write at length in geography with the aim of showing consistency in writing across all subjects.

Maths

Our field work investigations develop data handling and graphing skills. The spatial dimension of map-work is mathematical, too, through direction and locational work. Our map work develops ability to understand and use co-ordinates. It also develops understanding of compass points and provides opportunity for them to practise giving directions using a compass.

Science

There are similarities between the enquiry approach and scientific investigation. The skill of identifying similarities and differences is also mirrored. Children gain an understanding of different topics that have an underlying scientific concept and therefore need to use their scientific understanding to allow them to develop their knowledge.

Computing

Pupils will be provided with opportunities to develop and apply their ICT capability to support their learning in geography. Information and communication technology enhances our teaching of geography, wherever appropriate, in each key stage. Each teacher ensures it is used as a teaching tool where appropriate and provides opportunities for children to also use it. Computing is used to enhance skills in data handling and in presenting written work. They are also able to research information through the internet and also able to look at maps relating to the topic taught in school. We also use I pads and digital cameras for fieldwork and classroom follow up.

Implementation through Assessment, Recording, Reporting and Monitoring

Assessment is an integral part of teaching and learning in school. Children's progress should be monitored through observation and by using planning and learning objectives. Feedback to pupils should be provided on their attainment against the objectives of geography. Pupils are encouraged to improve their own learning performance through the school marking policy.

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collages, models, pictures and role play activities. Children's written evidence will also be recorded in their individual geography book. Examples of children's work will be retained to provide evidence of on-going geography, including photographic evidence of displays, presentations or field trips, and to ensure progression and continuity throughout the school.

Geography will be monitored throughout the school by the geography co-ordinator who will be responsible for gathering samples of curriculum work. The geography co-ordinator will also monitor geography books and planning to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Lessons will also be monitored to help promote quality of learning and standards of achievement in geography. The geography co-ordinator will be responsible for evaluating geography within the school and ensuring appropriate strategies are put in place to improve.

Implementation through inclusion, including meeting the needs of SEND pupils

In line with our Equality Policy we are committed to providing a teaching environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with respect:

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability.
- We deal with such issues clearly and sensitively when they arise.

At our school we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We use a range of strategies to support pupils and ensure that pupils' needs are catered for in each aspect of the curriculum. A few of these, particularly relevant to geography are:

- The use of several levels of difficulty of vocabulary in class lessons by the teacher e.g. areas of housing/residential areas.
- Modified text passages as expected in other curriculum areas.
- Different levels of written or oral questions for pupils investigating photographic or other visual materials.
- Modified graphs, e.g. the use of computing to graph data, axis provided and labelled.
- Careful use of support for pupils with English as an additional language.
- The use of large scale maps, always colour highlighted for pupils with particular additional needs.
- Awareness of the problems colour keys provide for colour-blind pupils.

Our assessment process looks at a range of factors: classroom organisation, teaching materials, teaching style, and differentiation, so that we can take some additional or different actions to

enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

For our more able pupils we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple geographical enquiry.
- Avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.
- Provide opportunities within geography for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.
- Opportunities to make the school more environmentally sustainable.

Implementation through resources

Resources are located in the school classrooms for each key stage. Atlases are available in the school library for children to access. The Geography curriculum leader will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

Implementation through Professional Development and Training

The Geography Curriculum leader will:

- Ensure that the delivery of geography meets the long term plan
- Ensure the geography curriculum meets the aims and objectives of the school
- Support, guides and motivates teachers and other adults of the subjects
- Ensure colleagues are aware of current initiatives
- Evaluate and monitor the effectiveness of teaching and learning within the school
- Monitor progress towards targets for pupils and staff to inform future priorities and targets for the subject through:
 - Book scrutiny
 - Scrutiny of planning
 - Lesson Observations
 - Looking at displays and photographs
 - Discussions with staff
 - Analysis of assessments
- Review current practice in school, evaluating strengths and areas for development
- Lead staff meetings as appropriate
- Review and revise policy
- Audit resources and order resources when needed
- Keep regular contact with Governors
- Write School development plan and a SEF
- Attend relevant in-service training and prompt others about relevant training
- Representing the school in local cluster groups.