

Geography Policy



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Geography at Whale Hill Primary School

This document is a statement of the aims, principles and strategies for the teaching and learning of Geography at Whale Hill Primary School.

Intent Statement

Our Geography curriculum aims to inspire pupils with a curiosity and fascination about their local area and the world beyond Whale Hill that will remain with them throughout their lives. Through our progressive, enquiry-based framework, children will develop locational and place knowledge of their local area and wider world and an understanding of human and physical geography. Our fieldwork focus in every year group aims to provide and develop the children's practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, the ways in which they are interconnected and how they change over time.

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.

Aims of study

Our aims at Whale Hill are based on the 2014 National Curriculum and are intended to ensure that all pupils:

- develop 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
- 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
- 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.

How do we teach Geography?

In all Key Stages, Geography needs to be related to the children's own experience and it must stimulate a desire to discover more about the world in which we live.

EYFS

In this phase, children are guided to make sense of their physical world and community through opportunities to explore, observe and find out about people, places, technology and their environment.

They will:

- enjoy playing with small world models such as farms or a train track.
- be encouraged to notice detailed features of objects in their environment.
- listen to stories about places and journeys.
- create simple maps, plans, paintings, drawings and models of the local area and imaginary landscapes.
- use role play, story and imagination to explore cultural differences and similarities.
- they will learn about similarities and differences between themselves and others, among families, communities and traditions.

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.

In this stage, children will:

- Investigate and learn about the physical and human features of their environment and appreciate how their locality is similar to and different from other places.
- Focus on geographical questions like *What/Where is it? How did it get like this? How is it changing?*

- Develop and use geographical enquiry skills, including fieldwork skills, geographical terms, making and using maps and using photographs.

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.

In this stage, pupils will:

- Study places (including the local area, the United Kingdom, Europe and the Americas) and themes (including climate, water, settlements, land use and trade). They will investigate how people and places are linked and how they relate to the wider world.
- Focus on geographical questions such as *What is it like? How did it get like this? How and why is it changing?*
- Develop and use geographical enquiry skills, including:
 - Using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
 - Using the eight points of a compass, four and six-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.
- Benefit from the opportunity to experience different geographical locations during fieldwork visits.

In both Key Stages 1 and 2, we plan using geographical enquiry questions, which help to focus planning, learning and assessment.

Strategies for teaching Geography

When teaching Geography, we:

- Always explain what we want pupils to know, understand and be able to do as a result of their learning in Geography.
- Use geographical questions as topic titles to focus planning, learning and assessment.
- Use starters and plenaries to ensure students fully understand what the children are learning, how they learn and how well they are progressing.

- Vary the resources and activities to ensure each pupil can learn effectively for example:
 - Give tasks appropriate to group ability.
 - Give challenge tasks of increasing difficulty aimed at More Able children.
 - Offer support and adapted tasks for children with SEND.
 - The children are offered opportunities to use maps, atlases, globes, statistics, reference books, pictures and aerial photographs.
 - Teaching assistants to support individuals or groups.

SEND

Children who have been identified as having special educational needs will be supported in lessons to ensure that they have full access to the Geography curriculum outlined in the Whale Hill Geography Overview (LTP). This support may include additional members of staff or additional or adapted resources as required.

Geography Curriculum Planning

We carry out curriculum planning for Geography in two phases. The long term plan maps the topics studied by each year group during each term over the academic year and breaks the focus enquiry question into sub-questions to be learned about and investigated. The medium term planning details what is to be studied during a half term for each week, in relation to a focused topic.

As the basis for medium term planning, we use the Whale Hill Geography Overview and Progression Grid documents, which were designed and based on the 2014 National Curriculum. Geography as a subject is allocated 30 hours of learning per academic year. The Geography Overview has been compiled with a strong emphasis on the development of knowledge and understanding and a separate document shows how the geographical knowledge, skills and concepts progress across EYFS, Key Stage 1 and Key Stage 2.

The Geography subject leader reviews planning and teaching regularly to ensure the coverage of objectives and skills is consistent across the school.

Implementation

What will Geography look like in the classroom?

- * Placing of the Geography being studied in the context of previous learning, using maps and starter activities.
- * Lesson starter activity and low stakes quizzing – reviewing previous learning and consolidation of knowledge and skills through starter activities.
- * Specify key vocabulary to be used and its meaning.
- * Conduct geographical enquiry using a variety of sources and through carefully planned fieldwork visits in the local area.
- * Research, investigation and interpretation of findings.
- * Children will communicate their geographical knowledge and understanding appropriately.
- * Children evaluate their learning and compare with other locations studied (as appropriate).
- * Display maps, globes and other resources to support and enhance learning.
- * Appropriately challenging texts will be available to develop wider understanding.

Our pupils will:

- * Be engaged because they enjoy and are challenged by the curriculum we have designed for them through topics, activities, resources and enrichment opportunities.
- * Be resilient learners.
- * Develop geographical knowledge and skills over time because of careful planning, focused delivery and time to practice and hone skills.

Assessment

We assess pupils as we observe them during lessons and mark their work following this, annotating with appropriate comments if necessary.

Geography skills and learning can be enhanced through effective verbal and written questions.

Challenge questions are also included in books as a challenge for children who require this.

More able children are identified on SIMS where relevant and on registers compiled by the More Able Leader in collaboration with relevant teaching staff.

The Geography subject leader monitors samples of children's work across the school and conducts regular work scrutinies and learning walks. Furthermore, a sample of children are spoken to from all year groups to gauge their enjoyment, understanding and opinions on their geographical learning.

At the end of each topic, children are assessed against the key assessment criteria for the topic and analysis of the data is carried out by team leaders and the subject leader to inform future planning.

Resources

Resources are replaced and renewed on a regular basis. Resources such as story books, reference books, “big books”, atlases and globes, maps, compasses, clipboards, photographs and equipment for measuring the weather are all available to support teaching and learning.

Fieldwork Visits

Good Geography teaching requires opportunities to involve children in practical research and enquiry in all year groups. At Whale Hill, this ranges from observational walks around school and in the locality to contrasting localities in the UK and Europe. During fieldwork visits, children should be given the opportunity to practice skills introduced in the classroom, such as map reading using Ordnance Survey maps, using four and six-figure grid references and developing compass skills.

Impact

How will this be measured?

Pupil voice will show:

- * A progression of learning and understanding, with appropriate vocabulary.
- * A developed understanding of the methods and skills of geographers at an age appropriate level.
- * A progressively developing understanding of key geographical themes and concepts, as identified in the Geography progression document.
- * Confidence in discussing Geography and their own work.

Displays around school and books will show:

- * A varied and engaging curriculum which develops a range of geographical skills.
- * Pupils have had opportunities for practice and refinement of skills.
- * Clear progression of skills in line with expectations set out in progression documents.
- * That pupils, over time, develop a range of skills across all of the areas of the Geography curriculum.

The subject leader will:

- * Monitor standards in Geography to ensure the outcomes are at expected level.
- * Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
- * Review and update documentation as required.

Monitoring and Review

Monitoring of the standards of work and the quality of teaching in Geography is the responsibility of the subject leader. The work of the subject leader also includes supporting colleagues in the teaching of Geography, updating staff on current developments in the subject and providing lead and direction for the subject in the school. Observations of teaching, planning and work scrutiny take place over the course of the year in order to maintain and continue to raise standards.