

# Geography Policy



# Wheatley Hill Community Primary School

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**Date Written:** January 2023

**Adopted by Governing Body:** January 2023

**Date for Review:** July 2023

## **Wheatley Hill Primary School Geography Policy**

*We are a Rights Respecting School where our ethos encourages the fostering and promoting of children's talents and abilities. We aim to provide a curriculum that inspires and delivers a high-quality learning experience for all. Article 28 and Article 29*

At Wheatley Hill Primary school we aim to provide an engaging curriculum that ensures our children become caring, confident, capable and creative individuals. This policy is a statement of our aims, principles and strategies for the teaching of Geography at Wheatley Hill Primary School.

### **Introduction:**

This policy outlines the purpose, nature and management of the Geography taught and learnt in our school. Geography is a foundation subject within the National Curriculum. The school policy for Geography reflects the consensus of opinion of the whole teaching staff. It has been drawn up as the result of consultation with staff and has the full agreement of the governing body and teachers. The implementation of this policy is the responsibility of all the teaching staff.

### **Rationale for Geography Teaching**

Geography is an integral part of the curriculum as it provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem-solving skills both inside and outside the classroom. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. The aim of Geography is to raise awareness of the world around us. Geography lessons allow children to develop a deeper understanding of their locality. (Geographical Association)

### **Geography aims:**

At Wheatley Hill 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.
- To foster a sense of wonder and curiosity about the world in which they live and develop a sense of place.
- To develop their geographical vocabulary and a range of skills and apply them in an increasing range of situations to carry out geographical enquiry and to interpret geographical information.
- To communicate geographical information in a variety of ways.

- To become familiar with their own surroundings and extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the wider world.
- 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.
- To adopt an enquiring approach to the world around them, developing in their ability to formulate appropriate questions, research, handle data and draw conclusions.
- 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.
- To enhance their sense of responsibility for the care of the earth and its people.
- To develop a simple understanding of environmental sustainability and how they can be actively involved in living as sustainably as possible.

### **Skills:**

Skills are an integral part of Geography teaching. Our curriculum is based on the teaching of skills and therefore they are included in each lesson. The skills are outlined on each year groups progression document. The teaching of skills progresses through each year group to ensure children are given opportunities to build on and achieve each skill.

### **The Role of the Geography Co-Ordinator is to:**

- Ensure the Geography curriculum meets the aims and objectives of the school.
- Support, guide and motivate 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 (writing books, workbooks and floor books)
  - Scrutiny of planning
  - Lesson observations
  - Looking at displays and photographs
  - Discussions with staff
  - Analysis of assessments
  - Arranging appropriate CPD for staff members
- 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

### **Foundation Stage:**

Geography in the Foundation Stage and Nursery is taught as an integral part of the expert focus 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. Planning of the subject takes place through use of Floor Books and work is evidenced in Floor Books and the children's individual Learning Journals.

### **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 taught and revisited 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 taught and revisited several times throughout Key Stage One.**

### **Capturing learning within Geography:**

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, map work, charts, collages, models, pictures and role play activities. Geography will be captured both in individual exercise books or workbooks (Geography & history book) and in floor books. Geography books or workbooks will be used to record the learning which takes place within a 'block' of Geography teaching. Floor Books are used to evidence whole class activities and show learning stories for Geography skills and objectives.

### **Outdoor Learning**

Fieldwork is integral to good Geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. In the Foundation stage and at Key Stage 1 all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children also do a study of the local area and the school grounds.

Geography skills are also taught by way of Outdoor Learning. EYFS classes take part in weekly outdoor learning sessions. Key Stage 1 also take part in weekly forest school sessions where some Geography objectives can be taught, such as compass skills and map reading. Key Stage 2 can access outdoor education sessions where they can focus on Geography objectives based on their current expert focus area.

### **Planning of Geography:**

#### **Long Term Plans:**

The Geography curriculum follows the skills outlined by the National curriculum YEAR. The skills presented on the schools long term plans are taken directly from the National curriculum for both Key Stages One and Two. Along with other foundation subjects, Geography is taught in block units.

#### **Medium Term Plans:**

Our medium-term plans break down the yearly overview into smaller steps providing clear details of the skills taught within each unit. Each year group has been provided with a progression document which outlines clearly all of the geographical skills and objectives that need to be taught. The document splits the objectives into three categories including: Locational and Place Knowledge, Human and Physical Geography and Fieldwork. The document also outlines key vocabulary which children need to be taught alongside each unit.

#### **Short Term Plans:**

The class teacher is responsible for writing the plans for each lesson (short-term plans). These weekly plans list the specific learning objectives and expected outcomes for each lesson and give details of how the lessons are to be taught.

### **Through Geography we can also:**

- Improve pupils' skills in literacy, numeracy and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens
- Develop independent learning and collaborative skills.

### **Cross-curriculum links in Geography:**

#### **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.

#### **Mathematics:**

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 expert focus' 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 computing capability to support their learning in Geography. Computing enhances our teaching of Geography, wherever appropriate, in each key stage. Each teacher ensures it is used as a teaching tool where appropriate. Computing is used to enhance skills in data handling and in presenting written work. Children are able to research information via the internet and are able to look

at maps relating to their class expert focus. We also use the digital camera for fieldwork and classroom follow up.

### **Assessments:**

Assessment is an integral part of teaching and learning in school. Children's progress should be monitored through observation and work produced against the teachers planning and learning objectives. A step tracker has been designed for each year group for each term throughout the academic year. Class teachers will assess children using the assessment sheets located at the end of the Geography progression document. The Geography Co-Ordinator will keep a copy of these levels. The assessment sheets then inform future planning as well as to sustain continuity between classes and progression of pupils learning.

### **Marking and feedback**

Feedback to pupils should be provided on their attainment against the objectives of Geography. During Geography lessons teachers assess the children through observation, questioning, speaking and listening activities and through written tasks. Written or verbal feedback is provided to all children for every Geography task to encourage the children to guide their own progress. All work in the children's books is marked in line with the marking and feedback policy.

### **Monitoring and Evaluating:**

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 planning and children's workbooks to ensure that objectives and skills are being effectively taught and match the needs and abilities of the pupils.

Lessons ideally 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.

### **Equal opportunity:**

In line with our Equal Opportunities 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.

### **Differentiation:**

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 ICT 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 needs of all children.

To ensure all children achieve their full potential, intervention groups may be created. These groups would focus on key objectives identified by the class teacher. Interventions may be taught separately or additionally to the full class Geography lesson. Staff delivering the interventions will use a variety of materials to further support children and where necessary these children may take part in 'pre-teach' sessions to ensure good progress within Geography.

### **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.

### **Spiritual, Moral, Social and Cultural Aspects**

- Some of our objectives explicitly develop social, moral, cultural and spiritual education.
- Environmental sustainability and citizenship are integral to the subject.
- Dealing with attitudes and values are an integral part of Geography and may link directly with PSHE.

### **Resources:**

Resources are located in the resource cabin and are available for all teachers to use during their lessons. Resources are located within a cupboard inside of the cabin. There is a sign in and sign out sheet for teachers to record which resources they have used. The use of geographical resources help to support and stimulate children's geographical enquiries. Available Geography resources include: Atlases, maps, globes, topical books and aerial photographs.