



Willow Tree Academy



Geography Policy

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Statement of Intent

Statement of Intent 2020



Statement of intent:

Pupils are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Geography is, by nature, an enquiry based subject, which develops and understanding of key concepts, knowledge and skills. The curriculum is designed to develop knowledge and skills, which will support children in the outside world.

At Roughwood Primary school we ensure that our children develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.

One of our key aims is to inspire children to develop a fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Implementation:

Our curriculum is shaped by our school vision which aims to engage hearts and minds in the joy of learning. We teach alongside the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. This can be seen in our geography scheme of work. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise. School trips and fieldwork are detrimental, to provide quality first hand experiences, which enhance children's understanding of the world beyond their locality.

Impact:

By the time children leave Roughwood Primary School they will: Have an excellent knowledge of where places are and what they are like. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by the school's links with international partner schools through our Nemesis projects. Children will Have an extensive base of geographical knowledge and vocabulary. Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques. We encourage our children to have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.

1. Legal framework

The national curriculum for geography aims 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.

2. Roles and Responsibilities

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.

3. Curriculum Objectives 3.1 Geography is a foundation subject in the National Curriculum. We use the national scheme of work for geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

3.2 Each class teacher creates a plan for each lesson. These plans list specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, and often discusses them with the geography subject leader on an informal basis. Short term lesson plans are presented via google slides with added notes to support teaching and learning.

3.3 We plan the topics in geography so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

3.4 Our objectives in the teaching of geography are:

- to enable children to gain knowledge and understanding of places in the world;
- to develop in children a variety of other skills, including those of enquiry, problem- solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way.
- To promote geography alongside our cultural offer
 - to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multicultural country;
 - to allow children to learn graphic skills, including how to use, draw and interpret maps;
 - to enable children to know and understand environmental problems at a local, regional and global level;
 - to encourage in children a commitment to sustainable development, and an appreciation of what 'global citizenship' means;

4. Subject Content

We recognise the fact that 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. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room, and setting different tasks to each ability group;
- 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.

5. Equal Opportunities

At our school, we teach geography to all children, whatever their ability and individual needs. Geography implements the school curriculum policy of providing a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that match the needs of children with learning difficulties, and we take into account the targets set for individual children in their Individual Development Plans (IDPs). We strive hard 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, and we take all

reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

6. Cross-Curricular Links

6.1 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 ensure that some of the texts that we use in the literacy hour are geographical in nature. We organise debates on environmental issues, because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability, by asking them to record information and write reports and letters.

6.2 Mathematics

The teaching of geography in our school contributes to children's mathematical understanding in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance, and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data. Children also collect evidence and data to support their fieldwork.

6.3 Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way in which people recycle material, and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We allow them to organise campaigns on matters of concern to them, such as helping poor or homeless people, this links with our Social Enterprise initiatives too. Our NEMESIS project promotes social innovation which is a skill children are developing which promotes the concept of positive citizenship.

6.4 Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world, and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about

inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

7. Health and Safety

It is our aim to ensure that all children feel safe and secure in geography lessons and never come to any harm. All children can ensure this by being sensible at all times and following teacher instructions and the basic school rules. It is the duty of all members of staff, ie, teachers, teaching assistants and other support staff to ensure the safety of our children.

8. Teaching and Learning We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. 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 ICT 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 activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem, or use of the Internet to investigate a current issue. We pride ourselves on promoting our residential visits which provide children with first hand geographical experiences.

9. Planning

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied in each term during each key stage. The subject leader devises this plan in conjunction with teaching colleagues in each year group. In some cases, we combine the geographical study with work in other subject areas. In other cases, we arrange for the children to carry out an independent geographical study.

10. Assessment and Reporting

10.1 Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a PowerPoint presentation based on their investigations of different sources of energy. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work. Peer critique is used for children to evaluate their learning alongside their peers.

10.2 We assess work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment, as necessary. Once they complete a whole unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum levels of attainment. We record the attainment grades on our Foundation Subjects trackers, and we use these grades to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

10.3 The subject leader keeps samples of the children's work in a portfolio which shows the expected level of achievement in geography in each year of the school.

11. Resources

We have sufficient resources in our school to be able to teach geography. We keep these resources in a central store. We also keep a collection of geography equipment which the children use to gather weather data, and a variety of atlases. In the library, we have a good supply of geography topic books and a range of educational software to support the children's individual research.

12. Monitoring and review

The coordination and planning of the geography curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in geography and by providing a strategic lead and direction for this subject;
- gives the headteacher an audit in which s/he evaluates the strengths and weaknesses in geography and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe geography lessons across the school. 10.2 This policy will be reviewed at least every three years.
- Is an active member of the Geographical Association -who once every 3 years applies for the Primary Geography Quality Mark to ensure we are meeting all key indicators of geography throughout the school.

Signed: Miss A Sealey

Date: July 2020