

# **Geography Policy** **Stanah Primary School**



**“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”**

**Michael Palin**

## **1. Intent**

At Stanah Primary School, our learners are encouraged to be inquisitive, to pose questions and seek answers. Our geography curriculum inspires children to look closely at the world around them and to develop the skills necessary to be able to interpret what they see. We want geography to be creative, fun and above all be relevant and meaningful to the children’s own lives and experiences. As such we seek to build upon

the child's "personal geography" by developing locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork, starting with them and their immediate locality before branching out and examining the national and international world. We seek to broaden children's real-life experiences both inside and outside of school through educational visits, visitors, exploration and discovery.

At Stanah, we also aim to instil in children a sense of environmental responsibility and encourage them to understand environmental issues at a local and global level. Running through all of our Geography work at Stanah is the idea that we are motivating and inspiring our children to find out about their world, both physical and human, so that they can take an active part in contributing to and protecting this world as they grow up.

Our intent is to offer opportunities for the children to:

- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- To extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the World.
- To appreciate similarity and difference in the world about them and to respect other peoples' beliefs, attitudes and values.
- To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- To develop interest and enjoyment of geographical experiences through field work and built confidence and understanding.
- 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 diverse world.

Geography at Stanah, will give the children a passion for and commitment to geography and a real sense of curiosity to find out about the world and the people who live there.

## **2. Implementation** **Teaching and Learning**

**2.1** 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 computing 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.

**2.2** 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 common tasks which are open-ended.
- setting tasks of increasing difficulty, with some children choosing a harder challenge of their own choice, whilst others choosing an easier task.
- Children tend to be grouped within mixed ability within geography, so that the children can support, question and learn from each other
- 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.

**2.3** We also use a variety of AFL opportunities, such as RAG Cups to enable children to show their individual understanding of key concepts and ideas. We use the KAGAN Strategies to encourage group learning and positively encourage the children to question each other and the teachers. The children are also actively encouraged to teach each other concepts which they understand themselves. The children self and peer mark their work.

### **3. Geography Curriculum Planning**

**3.1** We use the new Primary Curriculum guidance for KS1 and KS2 together with the EYFS Early Learning Goals for our youngest pupils in Early Years Foundation Stage. We have devised our own foundation curriculum, which embraces all the key learning indicators. We ensure through careful monitoring that all aspects of the EYFS and Primary Curriculum guidance are used to ensure the coverage and progression of key skills, knowledge and understanding. We have adapted the Primary Curriculum Guidance 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** Our curriculum planning is in three phases, namely, long-term, medium-term and short-term planning. The Subject Leader works together with each year group to ensure that these are successfully implemented in each year group. The long-term planning has been completed within topics for each year group.

**3.3.** The medium term plans list specific learning objectives and outcomes for use in the short term planning. The plans list specific learning objectives taught in the classroom.

The medium term plans are the responsibility of each year group under the guidance of the subject leader. The subject leader will, on a regular basis, monitor the development of each year phase group's planning.

**3.4** Each year group then creates a plan for each lesson. These lesson plans list specific learning objectives. The class teacher keeps these individual plans, and they can discuss them with the geography subject leader on an informal basis.

**3.5** We plan the topics in geography so that they build upon 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 through the school.

**3.6** The subject lead has developed knowledge organisers to supplement the teaching and learning of each medium term plan e.g. year 4 topic on a contrasting European country.

#### **4. Progression of Skills**

**4.1** We have planned the geography topics so that they build upon the children's prior learning. There are opportunities for children of all abilities to develop their own skills and knowledge within each topic. See progression of skills document.

##### **4.1 Early Years Foundation Stage**

**4.2** The Reception Class is known as the Early Years Foundation Stage. Our youngest pupils learn about geography within the EYFS curriculum 'Understanding of the World'. The objectives are set out in the Early Learning Goals which underpin the curriculum planning of children aged between three and five years old. In Foundation geography is about having the opportunities to find out about the world that the children live in.

The Foundation scheme of work enables the children:

- To develop an increasing awareness of their immediate surroundings.
- To develop an awareness of natural resources and human activity around them.
- To develop an awareness of moral responsibility.
- To develop ideas of citizenship.

- To learn and understand early map work skills.

### **4.3 Key Stage 1**

In Key Stage 1, geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live in it, and beginning to develop more of an awareness of the wider world in which they live.

### **4.4. Key Stage 2**

At Key Stage 2 geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales, in the UK and worldwide and developing an appreciation of how people and places relate to each in the wider world.

All learning is achieved through the following strands: location knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

## **5.The Contribution of Geography to Teaching in Other Curriculum Areas**

**5.1** Our curriculum enables us to teach in a cross-curricular manner where appropriate. Throughout school, Geography is taught both discretely and in a cross-curricular way. The curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills.

### **5.2 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. At Key Stage 2, 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. There are numerous opportunities where the children can complete extended writing tasks within the geography curriculum.

**5.3 Maths:** Geography contributes to the teaching of mathematics in a variety of ways. Within their map skills the children study space, scale and distance and learn how to use four- and six-figure grid references. They also use data handling to explore, analyse and illustrate a variety of data.

### **5.4 Computing**

We make provision for the children to use the computer in geography lessons where appropriate. We incorporate computing in our geography curriculum planning in EYFS, KS1 and KS2. Children use computing in geography to enhance their skills in data handling and in presenting written work. They research information through the internet (safe search is used). We also offer children the opportunity to use Ipads to record and use photographic images. Bee-Bots (small programmable robots) are used for direction and mapping work. The children all have access to Digimaps, which provides a basis for their mapping work at a local, national and international scale.

**5.5 Personal, social and health education (PSHE):** Geography contributes significantly to the teaching of PSHE. Geography encourages children to think about other peoples' lives in this country and also abroad, and it naturally raises matters concerned with the multicultural world that the children are living in.

**5.6 Environmental Education:** Geography is all about the world around us. When we observe our world, we now need to consider our environmental impact or footprint that we are all creating. There are many sectors of the geography curriculum that lends itself to the children learning about sustainable developments and the impact that human have on their immediate environment and the global environment.

## **6. Inclusion and the Geography Curriculum**

**6.1** We aim to encourage all pupils to reach their full potential in geography through the provision of varied opportunities. Therefore, geography planning allows pupils to gain a progressively deeper understanding and competency as they move throughout the school. Teachers are responsible for making the provision within their planning that allows all children to be catered for and challenged to their full potential within geography. We provide learning in line with our SEND and Inclusion Policy. Our work in geography, takes into account the targets set in the child's Plan Do Review.

## **7. Resources**

**7.1** We have sufficient resources in our school to be able to teach all the geography scheme of work from the Lancashire Curriculum. We keep these resources in the relevant classrooms and also in a central source in the geography lead's room. We also keep a collection of geography equipment which the children use to gather weather data and atlases/globes for both Key Stages. All children have access to Digimaps within school, which is an internet based resources which provides current and historic maps at all scales.

**7.2** Annually, the geography lead will consult with staff to ensure that the subject is sufficiently well resourced, to ensure that the school has the best available resources to ensure the effective delivery of the subject.

## **8. Impact**

### **8.1. Assessment and Recording**

**8.1** Both formative and summative assessments are used. We assess children's 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 and provide next step questioning to further extend their learning and understanding. This information then informs planning.

**8.2.** Children's work is assessed each lesson using AFL. This allows the teacher to make termly assessments of attainment and progress for each child. The children are also

involved in self-evaluating their learning. Teachers then use this as their formative assessment through O'Track. The progress of an individual pupil in this area of the curriculum is reported at the end of the academic year including the level of attainment.

## **9. Monitoring and review**

**9.1** The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The geography subject leader gives the headteacher an annual action plan in which he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.