

Lowton West Primary School



Geography Policy

Policy reviewed by: D Rimmer-Phillips

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LOWTON WEST PRIMARY SCHOOL

GEOGRAPHY POLICY

Aiming High Together



School Vision

To inspire, achieve and succeed, we will aim high and build dreams and futures together.

Mission Statement

Providing the highest quality education, care and support for the whole school community.

Our mission statement is based on RESPECT:

R = Recognising the needs of the individual child

E = Ensuring a unique and engaging curriculum

S = Supporting each other to learn and achieve

P = Passionate about providing the highest quality education

E = Encouraging creativity, self – expression and imagination

C = Creating confident, resilient, life – long learners

T = The voice of everybody is heard

All the above statements help us to understand how we can all make a positive contribution to the school and the wider community.

We will do this through our core values:

- Respect
- Resilience
- Kindness
- Confidence

We also, at Lowton West Primary School, strive to develop and uphold British Values. The five British values that the Government has identified for schools to focus on are:

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

There are more details on how our school demonstrates and develops these British Values in our British Values Policy and on our website.

Geography Curriculum Statement

Aiming High Together



Intent

At Lowton West Primary School, we believe that Geography is the subject through which children learn to make sense of the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. It is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. It helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Implementation

Through adhering to the statutory guidance of both the 2014 National Curriculum and the 2017 Statutory Framework for the EYFS, our Geography teaching aims to ensure that all children:

- develop age-appropriate, accurate knowledge of the location, physical and human characteristics of a wide range of globally significant places
- use this knowledge to provide a geographical context to study and understand the actions of important geographical processes
- understand that these processes give rise to the key physical and human geographical features of the world, how these are interdependent and how they bring about variation and change to the geographical landscape
- are able to use geographical vocabulary which is appropriate and accurate and which develops and evolves from EYFS to KS1 and through to KS2
- develop skills which allow for digital mapping, through use of recommended software such as Digimaps and NLS maps to ensure progression in mapping skills that develops and evolves from EYFS to KS1 and through to KS2
- collect, analyse and present a range of data, gathered through experiences of fieldwork, to deepen understanding of geographical processes
- use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs
- are able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and cross-curricular writing
- receive spiritual, moral, social and cultural experiences to help them have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment

Impact

At Lowton West, teachers strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school. As Geographers, children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments through progressive fieldwork.

Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:
DfE 'National curriculum in England: geography programmes of study' (September 2013)
DfE (2017) 'Statutory framework for the Early Years Foundation Stage'
'Development Matters in the EYFS'

Roles and responsibilities

The Geography Leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum, making other staff members aware of any changes and advising on their implementation.
- Monitoring the learning and teaching of geography, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all geography resources.
- Liaising with teachers across all phases and year groups.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of geography in subsequent years.

Teaching staff will be responsible for:

- Adhering to and acting in accordance with this policy.
- Ensuring progression of pupils' geographical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the geography coordinator about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the geography coordinator or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

Teaching

The Geography Leader will be responsible for overseeing the planning, resourcing and monitoring of the school's Geography programme.

The subject matter covered in Geography reflects the requirements of the new National Curriculum, which came into effect September 2014.

Special focus will be paid to the teaching of the skills inherent in the entire Geography curriculum taught at Lowton West.

These skills include:

- Making accurate observations.
- Asking and answering questions.
- Effectively using the appropriate equipment for measurement.
- Recognising patterns and identifying relationships.
- Predicting and applying knowledge to differing contexts.
- Analysing and interpreting evidence, and drawing conclusions.

The Geography programme will be delivered by all teaching staff in a range of teaching and learning situations with respect to the needs of individual pupils.

The National Curriculum

The National Curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

KS1 pupil objectives

Locational knowledge

- Name and locate the world's continents and oceans.
- Name, locate and identify characteristics of the countries which make up the United Kingdom (UK).

Place knowledge

- Understand the geographical similarities and differences of areas of the UK and of a small area in a contrasting non-European country.

Human and physical geography

- Identify seasonal and daily weather patterns in the UK.
- Locate hot and cold areas of the world in relation to the equator.
- Use basic geographical vocabulary to refer to key physical features, as well as human features, including buildings, vegetation and seasons.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the UK and any other countries studied.
- Use simple compass directions, locational terminology and directional language to describe the location of features and routes on a map.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
- Devise a simple map and construct basic symbols in a key.
- Use observational skills to study the geography of the school and identify the key human and physical features of the surrounding environment.

KS2 pupil objectives

Locational knowledge

- Use maps to locate countries around the world, concentrating on Europe's and North and South America's environmental regions, major cities and key characteristics.
- Identify counties and cities of the UK, geographical regions and their identifying characteristics, key topographical features and land-use patterns.
- Understand the location and significance of the Tropics of Cancer and Capricorn, the Equator, the Northern and Southern Hemisphere, the Arctic and Antarctic Circle, the Greenwich Meridian and other time zones.

Place knowledge

- Identify geographical similarities and differences through the study of human and physical geography of one region in the UK, Europe and North or South America.

Human and physical geography

- Describe and understand key aspects of physical and human geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the

water cycle, types of settlement and land use, economic activity and the distribution of natural resources.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries.
- Use the 8 points of a compass and four- and six-figure grid references and symbols to build knowledge.
- Use a range of methods, including sketch maps, plans and graphs, and digital technologies, to record the human and physical features in the local area.

Cross-curricular links

Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

Maths

- Pupils use their knowledge and understanding of measurement and data handling.
- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

Science

- Pupils use their knowledge of the natural world to identify and analyse features of physical geography.
- Pupils' investigative and practical skills are developed through the use of fieldwork and problem-solving activities.

ICT

- ICT will be used to enhance pupils' learning.
- Pupils will use ICT to locate and research information.
- ICT will be used to record findings, using text, data and tables.

Spiritual development

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination.
- Pupils are encouraged to think about the effect of humans actions on the environment.
- Current geographical developments and issues will be discussed in the classroom, where appropriate.

Teaching and Learning

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.

Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:

- Questioning, predicting and interpreting
- Pattern seeking

- Practical experiences
- Collaborative work
- Role-play and discussions
- Problem-solving activities
- Classifying and grouping
- Researching using secondary sources
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Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos.

The classroom teacher, in collaboration with the geography coordinator, will ensure that the needs of all pupils are met by:

- Setting tasks which provide varying and appropriate levels of challenge to the needs and abilities of all individuals.
- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity according to the ability of pupils.
- Utilising teaching assistants to ensure that pupils are effectively supported.

Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.

Regular opportunities to undertake external educational visits, which are geography based are planned across each Key Stage.

Planning

All relevant staff members are briefed on the school's planning procedures and requirements as part of staff training. Throughout Lowton West Primary School, Geography is taught as a discrete lesson and as part of cross-curricular themes when appropriate. Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: geography programmes of study'. Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.

Long-term planning will be used to outline the units to be taught within each year group.

Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.

Medium-term plans will identify learning objectives, main learning activities and differentiation.

Medium-term plans will be shared with and monitored by the Geography subject leader to ensure there is progression between years, working closely with the relevant year group progression of key skills.

Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson.

Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Equal Opportunities

At Lowton West Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

Assessment and Reporting

Pupils will be assessed and their progression recorded in line with age related skills and expectations. Pupils will be assessed continuously throughout the year using the age related progression of skills. Assessment in Geography is based upon a combination of geographical knowledge and understanding and skills in geographical enquiry.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objective
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Evidence in books

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on the pupil's attainment and progress in Geography.

Verbal reports will be provided during Parents' Evenings twice a year.

Pupils with special educational needs (SEND) will be monitored by the class teacher and SENCO.

Monitoring and Evaluation

This policy will be reviewed on an annual basis by the subject leader, in collaboration with the Senior Leadership Team.

The subject leader will monitor teaching and learning in History at Lowton West ensuring that the content of the National Curriculum is covered.

The subject leader will conduct pupil interviews to ascertain understanding and enjoyment of History.

The subject leader will maintain appropriate and current records in the form of subject leader files and reports containing evidence of:

- skills coverage
- work in books
- programmes of study
- data and assessment

This policy will also be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice. Any changes made to this policy will be communicated to all teaching staff.