



# Geography Policy

## Wath Victoria

Reviewed September: 2019

Date of next review: September 2021

## Geography Policy

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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

National Curriculum (2004)

### Intent

- 1.1** At Wath Victoria, geography is taught to provide children with 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 various forms of 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.
  
- 1.2** The intentions when teaching geography in our school are:
  - to enable children to gain knowledge and location of places in the world – including their physical and human characteristics;
  - 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 multi-cultural country;
  - to encourage commitment to sustainable development, and an appreciation of what 'global citizenship' means;
  - to allow children to develop graphic skills, including how to use, draw and interpret maps and diagrams;

- to enable children to know and understand environmental problems at a local, regional and global level;
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- to develop a variety of other skills, including those of enquiry, problem-solving, computing, investigation, and that of presenting their conclusions in the most appropriate way.

## **Implementation**

### **Teaching and learning**

**2.1** We use a variety of teaching and learning styles to implement geography lessons into Theme planning; both discretely and explicitly. We believe in whole-class teaching methods along with enquiry-based research activities. We encourage children to ask as well as answer geographical questions using geographical languages where applicable. 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 technology 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. Wherever possible, we involve the children in ‘real’ geographical activities, for example 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 experiences 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;

## **3 Geography curriculum planning**

**3.1** We use a progression of skills taken from the National Curriculum and Chris Quigley’s Thematic approach to plan our Geography curriculum. Each key stage, plan learning over a ten-week block and within each ten week block there are geography elements accounted for. Over a two year cycle all children will have covered the objectives required within their phases of learning.

- 3.2** Milestones from *Chris Quigley Essentials* are used to break down objectives into each key stage to indicate expected progress. For each objective there are Milestones: Milestone 1 (Year 1/2), Milestone 2 (Year 3/4) and Milestone 3 (Year 5/6).
- 3.2** Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography strands studied in each term within each phase. In some cases, we combine the geographical study with work in other subject areas, including history as part of our thematic planning. In other cases, we arrange for the children to carry out an independent geographical study. Many class teachers cover objectives linked to knowledge (including capital cities, continents, oceans etc.) as part of Daily Dashboard. This could be in the form of map reading, a quiz or research based. Planning for Daily Dashboard is also recorded by all phases.
- 3.3** The class teacher produces these individual plans, in coordination with the key stage team members, four times a year when each new block starts.
- 3.4** Geography elements of a theme are planned to ensure that they build on prior learning as it is important to show progression. Children of all abilities have the opportunity to develop their skills and build knowledge through planned progressive schemes of work; we offer children opportunities to challenge themselves within their milestones. At the end of each block of learning, children's work is assessed against the milestones and levels are recorded on *Otrack* a minimum of once each academic year.

## **4 The Foundation Stage**

- 4.1** We teach geography as an integral part of the theme work covered within the Foundation Stage under the term 'understanding of the world'. We relate the geographical aspects of the children's work to the objectives set out in the Development Matters and again within Early Learning Goals (ELGs) all of which underpin curriculum planning for children from birth to five. Geography makes a significant contribution to the development of each child's knowledge and understanding of the world delivered through various continuous provision opportunities and daily interaction. We aim to place geographical aspects of theme work within in the local context and plan local visits for all children where applicable.

## **5 The contribution of geography to teaching in other curriculum areas**

### **5.1 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. Some of the texts that are used in English lessons have geographical elements. In Key Stage 2 children may participate in debates on environmental issues, as this develops speaking and listening skills. Children also use environmental issues as a way of developing their quality of writing, this may be by recording information and writing reports or letters.

### **5.2 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 promote their understanding of positional language by learning about the 4 and 8 points of a compass. This is used to navigate using maps in both maths lessons and orienteering in Physical Education.

### **5.3 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 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. The geography in our school promotes the concept of positive citizenship.

### **5.4 Spiritual, moral, social and cultural development**

We offer children in our school opportunities to examine the fundamental questions in life through the medium of geography, for example, through work on the changing landscape and environmental issues. 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 issues. Geography contributes to the children’s appreciation of what is right and wrong by raising many moral questions during the programme of study.

## **6      Geography and Computing**

- 6.1** Information and communication technology enhances our teaching of geography, wherever appropriate, in each key stage. Children use technology to enhance their skills in data handling and in presenting written work. They research information through the Internet, Google Earth/ Maps and libraries of digital images (aerial photographs, for example). We offer children the opportunity to communicate with pupils in other school via e-mail and Pobble as well as the use of a digital camera. Digital mapping (Digimaps) allows children to create their own overlay maps of local features.

## **7      Geography and inclusion**

- 7.1** At our school we teach geography to all children, whatever their ability and individual needs. Geography teaching provides 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. 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 Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).
- 7.2** When progress falls significantly outside the expected range, the child may have special educational needs. 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 action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child’s

attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

- 7.3** Intervention may be required through creation of an Individual Education Plan (IEP) for children with special educational needs and learning adapted to meet their needs where required.
- 7.4** We enable all pupils to have access to the full range of activities involved in learning geography. Where children participate in activities outside the classroom, we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

## **8 Resources**

- 8.1** We have sufficient resources in our school for teaching geography which are mainly located in Amethyst Classroom. Some resources are stored centrally, whilst others are classroom based and relate to unit of work for a specific year. Atlases for both key stages are available. In the library we have a supply of geography linked books such as rivers, volcanoes and earthquakes to name a few. Further research is completed online using the internet. All KS2 classrooms have a world map on display and aim to use during geographical activities and be as interactive as possible.

## **9 Fieldwork**

- 9.1** Fieldwork is integral to effective geography teaching, and we include opportunities where possible for children to engage in practical geographical research and enquiry.
- 9.2** At Key Stage 1 all children carry out an investigation in the local environment, and they are provided with opportunities to observe and record information around the school site. At Key Stage 2 the children do a study of the local area.

## **10 Assessment**

- 10.1** At Wath Victoria, foundation subjects are assessed at the end of each block of learning. Teachers used their professional judgement to assess children within their group against each relevant object. Children will be assessed through their understanding of beginning, advanced and deepening tasks – these are planned for on medium-term plans. This is then submitted onto Otrack at least once during the academic year.

**10.2** 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. Teachers will assess children's work by making informal judgements as we observe during lessons. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to independently create maps and diagrams in their books as well as make suggestions about how they can improve their own work.

**Impact:**

**11 Monitoring and review**

**11.1** The geography co-ordinator, along with members of the *understanding of the world* team, is responsible for monitoring the standard of the children's work in geography. This may take place in the form of book scrutinies, lesson observations or pupil voice activities. The quality of outcomes, in many forms, will show the impact of teaching and learning in geography. This is evaluated through the subject leaders' action planning cycle.

**11.2** This policy will be reviewed at least every two years.

**12 Glossary of language**

Otrack – online software where data is recorded and reports are produced.