



Geography Policy



Intent

At Park Brow, it is our intention that Geography will inspire pupils with a curiosity and fascination about the world and its people that will remain with them throughout their lives. Following the Plan Bee scheme, we aim to offer opportunities for children to explore the world in order to develop an understanding of the human and physical world in which they live in and their place within it. From this we hope to promote the 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. Within Geography lessons, we hope to promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. We encourage the children to ask questions about the world and provide opportunities for them to develop geographical skills and knowledge to be able to answer them.

It is our intention that the Geography curriculum will be both stimulating and motivating in order to capture the pupil's curiosity and fuel their motivation to learn. The pupils should be provided with exciting learning opportunities so as they enjoy acquiring and developing their skills and knowledge and perceive the world as an interesting place. With a solid foundation upon which they can continue to build their knowledge, we hope that the children will continue to have a curiosity of the world throughout their life.

Geography Aims

- To 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
- To 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
- To ensure pupils are competent in the geographical skills needed to: To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- 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 become familiar with their own surroundings and extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the wider world.
- 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.

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.

Cultural Capital

Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of the outdoor curriculum; off-site visits; visitors into school; and shared experiences with the wider school community, e.g. involvement with parents/carers, local, national and international school.

The curriculum is delivered through our creative, cross curricular topics, with a balance between direct teaching and child-led exploration.

Each class teacher is responsible for the delivery of the Geography curriculum through a 'topic based' approach which incorporates key skills and the knowledge set out in the new Primary National Curriculum.

Foundation Stage

Geography in the Foundation Stage and Nursery is taught as an integral part of the topic work 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 – this is reflected on the curriculum mapping for EYFS, demonstrating how this continues into Year 1. 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.

Key Stage One

Geography is taught through creative curriculum topics. National Curriculum Programmes of Study at Key Stage One focuses on developing children's knowledge, skills and understanding of geography. In Year 1 this is demonstrated through continuous provision. Children should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation (see appendix A for KS1 objectives).

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 (see appendix B for KS1 objectives). Key Stage 2 and 3 links have been established to identify and develop the progression of skills.

Geography outside the classroom

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 a children are encouraged to carry out investigations into the local environment and we give them opportunities to observe and record information around the school site. Across the school the children also do a study of the local area and the school grounds.

Planning, Monitoring and Assessment

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, charts, collages, models, pictures and role play activities

Plan Bee Scheme of work forms our assessments tool for teachers to assess the subject. Each module has an end of unit assessment to assist teaching staff with their individual judgements. Children are assessed termly. Milestones of achievement are used to assess each child and then use taken directly from the new National curriculum expectations for each year group. Children will be assessed using achieved (green), working towards (yellow) and not achieved (red). End of year data from each year group will be collated and used to inform planning in order to close gaps in knowledge, skills and understanding.

Geography will be monitored throughout the school by the Geography Lead who will be responsible for gathering samples of curriculum work. The Geography Lead will also monitor Geography books and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Monitoring and review takes place on a regular basis in accordance with the School Monitoring Cycle, the School Improvement Plan and the Creative Curriculum Action Plan.

Responsibilities and Roles

The Roles of the Geography Subject Coordinator are:

- Ensure the geography curriculum meets the aims and objectives of the school.
- Supports, guides and motivates teachers and other adults of the subjects
- Ensure colleagues are aware of current initiatives.
- Monitor progress towards targets for pupils and staff to inform future priorities and targets for the subject through:
 - Book looks
 - Pupil Voice
 - Lesson Observations
 - Looking at displays and photographs
 - Discussions with staff
 - Analysis of assessments
- Review current practice in school, evaluating strengths and areas for development
- Give input within staff meetings as appropriate
- Review and revise policy
- Audit resources and order resources when needed
- Attend relevant in-service training and prompt others about relevant training

Inclusion and equal opportunities

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the Greater Depth, EAL and children identified with a Special Educational Need (SEN).

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- The use of large scale maps, always colour highlighted for pupils with particular additional needs.
- 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

For our Greater Depth 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.
- Provide real-life research and presentation opportunities, for example carrying out interviews with local people and collating the results.
- 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.
- Liaise with Kirkby High to provide Gifted and Talented Workshops.

Updated by L. Potter – Summer Term 2023

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