



Policy Creation and Review	
Author(s)	<b>V. Jukes</b>
Last Review Date	<b>March 2023</b>
Ratified by Governing Body	
Next Review Date	<b>March 2025</b>

## Contents Page

	<u>Page</u>
1. Introduction	3 2.
2, Aims and objectives	3
3. Teaching and learning Style	4
4. Geography Curriculum Planning	5
5. The Foundation Stage	6
6. Teaching Geography to children with SEND	6
7. Assessment and recording	7
8. Resources	7
9. Fieldwork	7
10. Monitoring and review	7

## Introduction

**1.1** Geography at New City Primary School teaches an understanding of places and environments and provides pupils with key geographical skills that they can apply independently. Through their work in geography, children throughout the school learn about their local area and make comparisons with other regions of the United Kingdom, and in the rest of the world. They learn how to draw and interpret maps and develop fieldwork skills which include 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 around the world. They also learn about the physical world, the interaction between human and physical geography and the effect this interaction is having, and will continue to have, on the world. As a result of this understanding, our pupils will recognise their importance as 'global citizens': sustainable development for the future welfare of the planet, and their role in ensuring this future.

## 2 Aims and objectives

**2.1** The aims of geography are:

- to provide learning opportunities that enthuse, engage and motivate children to learn, ask questions and to foster a sense of curiosity and wonder about the world;
- to enable children to make sense of their own surroundings through learning about their own locality and the interaction between people and the environment;
- to enable children to gain knowledge and understanding of places in the UK and the world;
- 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 increase our pupils understanding of the human and physical processes, and the interaction between them, that shape our world;
- to allow children to develop mapping skills, including how to use, draw and interpret a variety of maps;
- to allow children to develop skills of using a wide range of geographical sources including globes, atlases and digital mapping to identify and describe regions and features;

- to develop fieldwork skills that enable our pupils to deepen their understanding of geographical processes through the collection, analysis and communication of data
- to communicate geographical information, using appropriate vocabulary, in a variety of ways including: maps, diagrams, graphs, tables, writing and digital technology
- to develop a variety of other skills, including those of enquiry, problem solving and investigation 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 - the fostering of a sense of responsibility and respect for the environments and people of the world we live in.

### 3 Teaching and learning style

3.1 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 geographical sources: 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. 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. Depending on the LO, approximately half of the lesson should be skills based (e.g. interpreting geographical sources; using maps and map skills; asking questions).

3.2 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 and can have a variety of responses;

- using questioning (Bloom's taxonomy) to challenge our higher learners
- using the SEN and EAL toolkits to support our SEND/ lowest 20% and EAL pupils
- using classroom assistants to support the work of individual children or groups of children.

## 4 Geography curriculum planning

- 4.1 We use the national curriculum for geography as the basis for our curriculum planning. We have tailored our curriculum 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. We have also endeavoured to include the geography/ school vision of 'global citizenship'.
- 4.2 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 geography subject leader works this out in conjunction with SLT and teaching colleagues in each year group. In some cases, we combine the geographical study with work in other subject areas, especially at Key Stage 1. At other times we arrange for the children to carry out a geographical study independently.
- 4.3 Our medium-term plans follow the bespoke scheme of work and gives details of each unit of work for each term. The geography subject leader reviews these plans on a regular basis.
- 4.4 Each class teacher creates/ adapts a plan and slides for each lesson. These lesson plans list specific learning objectives. These plans and slides are saved on the school system and monitored regularly by the co-ordinator.
- 4.5 We plan the topics in geography so that they build upon prior learning. ('Knowing more, remembering more') 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.
- 4.6 Our teaching of Geography is based on the 2014 National Curriculum Programmes of study. The programmes of study for KS1 and KS2 are based on the following 4 areas:

- Locational knowledge
- Place knowledge;
- Human and Physical geography;
- Geographical skills and fieldwork.

Teaching should ensure that geographical enquiry skills are used when developing knowledge and understanding of places, patterns and processes, and environmental change and sustainable development.

- 4.7 In addition to the National Curriculum, we also focus on global citizenship: understanding the need for balance between human and physical processes for the future well-being of the planet.

## 5 The Foundation Stage

- 5.1 We teach geography in the Nursery and Reception classes as an integral part of the topic work covered during the year. The Early Years Foundation Stage Curriculum does not teach geography as an explicit subject, but the building blocks are taught and assessed through the 'Understanding of the World' strand. We relate the geographical side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as exploration of their immediate area, using books to find out about the world beyond and using stories to produce maps.

## 6 Teaching geography to children with special educational needs

- 6.1 At our school we teach geography to all children, whatever their ability. Geography is a part of the school curriculum policy. This helps to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs in accordance to the SEN toolkit. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 6.2 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,

variation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

- 6.3 Intervention through SEND support agencies and EHC plans will lead to the creation of individual targets/ learning suggestions.
- 6.4 We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## 7 Assessment and recording

- 7.1 We assess the children's work in geography by making informal judgements as we observe the children during lessons. 'In the moment' feedback is given to the children as they work, thus misconceptions and inaccuracies can be corrected. Once they complete a unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum expected standards by giving the children a 'quiz'. We record their attainment using the school matrix assessment system. This then informs our planning of future work, allows us to assess progress of and enables us to pass information on to the next teacher at the end of the year.
- 7.2 The geography subject leader keeps samples of the children's work in a portfolio which shows what the expected level of achievement is in geography in each year of the school.

## 8 Resources

- 8.1 We have sufficient resources in our school to be able to teach all the geography topics. There are atlases appropriate to both key stages. We keep these resources mainly in the Geography cupboard, although there are atlases and books in each classroom and EYFS have their own resources. In the library we have a good supply of geography topic books.

## 9 Fieldwork

- 9.1** 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.
- 9.2** Within EYFS, fieldwork is focused mainly within the school site. At Key Stage 1, the children carry out studies within the local environment, as well as giving them opportunities to observe and record information around the school site. At Key Stage 2 the children do studies based on improving the local area and changes in the local area. As well as the immediate local area, visits are also carried out further afield.

## **10 Eco-warriors**

- 10.1** In our commitment to global citizenship, New City has an 'eco-warrior' committee. This consists of a pupil representative from each class (each year group in reception and Year 1) overseen by Ms Jukes and Ms Palut. The committee meet on a half-termly basis to discuss environmental matters. Each representative then reports back to their class peers. We are currently following the eco-schools seven steps program in a bid to achieve the eco-schools green flag award.

## **11 Monitoring and review**

- 11.1** The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. This is through termly monitoring of teacher planning and children's books. Pupil interviews, learning walks and summative assessments also contribute to the monitoring of the subject. Data and feedback are then analysed to identify strengths and areas for development to address the following term. 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 head teacher a termly report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement



