The Grange Primary School

Geography Policy

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Review: September 2021 – unless there are changes required sooner, in which case this policy will be reviewed earlier.

Lead: Geography team

Introduction:

At The Grange Primary School (TGPS), we believe that Geography is an essential and valuable component of the overall learning journey our pupils will undertake from FS1 to Year 6. Our Geography curriculum at TGPS, in conjunction with one of our key drivers on 'Knowledge of the world', teaches an understanding of places and environments. Through their work in Geography, children at TGPS learn about their local area and 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 maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human Geography, children at TGPS gain an appreciation of life in other cultures. Geography teaching in our school 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.

Aims and objectives of Geography at TGPS:

The aims of our Geography curriculum are:

- to enable children to gain knowledge and understanding of places in 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 multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- 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;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.
- To implement assessment through the use of the school's teacher and pupil rubrics.

Intent of the TGPS Geography curriculum:

At TGPS, we approach the teaching of Geography though topic work to further engage children's interests and allow them to see the interrelationships between Geography and other areas of the curriculum. Geography is covered through the use of Collins Connected Geography enquiries and the National Curriculum. Some class topics are Geography-based and some contain elements of Geography with opportunities for the children to apply previously taught Geographical skills.

As stated in The Grange Primary School 'Foundation Curriculum Coverage' document for Geography (see Appendix 1), in KS1, all areas of the National Curriculum identified for the year group should be covered within that year group. In KS2, key areas have been selected to be the focus for teaching for each year group. This will ensure that

Geographical skills are being covered through the relevant units whilst allowing for progression and broadening of knowledge through each key stage.

We carry out curriculum planning in two phases; Long-term and medium-term planning. The long term planning maps out specific Geography orientated topics. The medium term planning give details of the unit and specify the learning objectives of each lesson. The class teacher outlines activities and provision made for children to achieve these.

Implementation of the TGPS Geography curriculum:

At TGPS, 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 ICT in Geography lessons where this serves to enhance their learning. Children take part in 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.

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;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children through KAGAN structures where they can learn collaboratively during geographical enquiries;
- providing resources of different complexity according to the ability of the child including concrete, pictorial and abstract forms;
- using learning assistants to support the work of individual children or groups of children.

Planning in the EYFS for Geography at TGPS:

In our FS1 and FS2 classes at TGPS, children build a foundation of Geographical skills and experiences through the 'Understanding the World' areas of the EYFS. Through carefully planned indoor and outdoor provision, children begin to use enquiry skills to make comments and ask questions about aspects of the world around them and where they live. They will explore the lives of people who are significant to them and begin to understand different occupations and ways of life. Staff will observe, interact and plan appropriate provision based on the children's next steps for learning. Key observations are recorded by all staff using Tapestry – an online learning journey tool which is shared with parents.

Differentiation and Access for pupils at TGPS:

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping. All children are offered a Geography curriculum appropriate to their ability which builds upon prior knowledge. The teacher will differentiate the activities and provide extension work or added support so that all children may access and enjoy the learning process. Geography forms part of the school curriculum policy 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 using concrete, pictorial and abstract images and responding to each child's different needs.

Impact of the TGPS Geography curriculum:

The medium term planning at TGPS includes the objectives and assessment criteria for each lesson which is shared with the pupils through the use of rubrics. Teachers assess pupils against the assessment rubrics to inform them of pupil progress. Pupils assess their own work against the rubrics to inform themselves of their progress. Monitoring of the standards of children's work and the quality of teaching in Geography is the responsibility of the subject team. This is done by:

- Planning scrutiny
- Book scrutiny / looking for 'creative connections' to other curriculum areas.
- Pupil interviews
- Lesson observations
- Learning walks
- Regular resource audits
- Twitter
- Tapestry

The Geography team are responsible for monitoring the standard of the children's work and the quality of teaching in Geography across school. The Geography team are 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 an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Impact of Geography on teaching in other curriculum areas at TGPS:

English / Communication:
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. 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. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

Mathematics:
Geography in our school contributes to the teaching of mathematics 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 grid references. They also use graphs to explore, analyse and illustrate a variety of data.

Information and communication technology (ICT)
We make provision for the children to use laptops/ipads in Geography lessons where appropriate and incorporate ICT in our Geography curriculum planning through resources such as 'Digimaps'. Children use ICT in Geography to enhance their skills in data handling and in presenting written work.

Personal, social and health education (PSHE) and citizenship
Geography contributes significantly to the TGPS 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, our children study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children at TGPS have the opportunity to take part in debates and discussions. We allow them to organise campaigns on matters of concern to them, such as helping improving the environment. Thus, Geography in our school promotes the concept of positive citizenship.

Spiritual, moral, social and cultural development
We offer children in our school many opportunities to examine the fundamental questions in life through the medium of Geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. 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 difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

Appendix 1 – taken from 'Foundation Curriculum Coverage at The Grange Primary School'

Geography

In KS1, all areas of the national curriculum identified for the year group should be covered within that year group. In KS2, only the areas emboldened and underlined should be the focus for teaching.

Year Group	National Curriculum	Collins Geography Units to support
Y1	• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Identify seasonal and daily weather patterns in the United Kingdom • use basic geographical vocabulary to describe and compare key physical features, including: beach, forest, hill, sea, river, season and weather. Key human features, including: city, town, village, farm, house and shop	What is the Geography of where I live? How does the weather affect our lives?
Y2	• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Name and locate the world's seven continents and five oceans. • use basic geographical vocabulary to describe and compare key physical features, including: cliff, coast, mountain,ocean, soil, valley, vegetation, season and weather. Key human features, including: factory, office, port and harbour.	How does the Geography of Kampong Ayer compare to life in the UK? Why do we love being beside the sea so much? Teach during Hooray…Let's go on holiday! (History topic)
Y1 and 2	Geographical skills and fieldwork • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	

	• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	
	National Curriculum	Collins Geography Units to support
Y3	• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Physical geography including: Mountains, volcanoes and earthquakes, • Geographical terms to describe and compare: Physical: alpine, altitude, crevasse, avalanche, climate, conservation, earth crust, erosion, glacier, summit, ridge, range, fault, mantle, active, dormant, extinct, core, crust, vent, conduit, eruption, crater, ash, lava, magnitude, active fault, seismic wave, fault, epicentre, seismograph, plate tectonic, tremor, and tsunami,	How and why is my local area changing? How do volcanoes affect the lives of people? Why do some earthquakes cause more damage than others? Why are mountains so important?
Y4	• Physical geography, including rivers and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • Geographical terms to describe and compare: Physical: flow, waterfall, estuary, mouth, river bed, sediment, erosion, salt water/fresh water, flood plain, source, meander, tributary, evaporation, condensation, precipitation, transpiration, surface run off, Human: farming, manufacturing, mining, service industry, trade links, agriculture, housing, recreation, retail, transport, hamlet, village, town, city, capital city, rural, urban.	What is a river?

Y5	• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). • Physical geography, including: climate zones, biomes and vegetation belts, • Geographical terms to describe and compare: Physical: climate zone, biome, vegetation belt, tundra, grassland, deciduous forest, desert, savanna, rainforest, alpine, teiga, polar, temperate, arid, tropical, Mediterranean, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zone.	How is climate change affecting the world?
Y6	• Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Geographical terms to describe and compare: energy, renewable/non renewable, fossil fuel, power, fuel, natural resource, labour, region, raw material, distribution and industry, fairtrade, exploitation, consumer, producer, seller, farmer, unfair and exchange.	Why is Fair Trade fair? (Teach in Fair Trade fortnight)
All KS2	Geographical skills and fieldwork • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	