

The Grange Primary School



Geography Policy 2022

Lindsay Knowles (lead)

Donna Wilson

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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 locational knowledge, place knowledge, human and physical features of places and geographical skills and knowledge. 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. Through their work in Geography, children at TGPS learn about their immediate local area and compare their life in their area with that in other regions in the United Kingdom and in the rest of the world. Through their growing knowledge and understanding of human Geography, children at TGPS gain an appreciation of life in other cultures and diversity within these. 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.

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

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 diversity and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multicultural world;
- to allow children to learn geographical 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, philosophy for children, computing, investigation and how to present their findings in the most appropriate way.
- to implement assessment through the use of Classtrack
- to offer all pupils a range of experiences and fieldwork experiences to enhance and build their cultural capital.

Intent of the TGPS Geography curriculum:

At TGPS, we approach the teaching of Geography through a topic 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 Oddizzi 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 TGPS 'Foundation Curriculum Handbook' document. In our Foundation Stage, areas of the Early Years Framework have been chosen to teach children about the environment they live in and how environments in different places vary. 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. These are stated in the Progression of skills document for Geography which also form the basis of assessment for the subject.

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 gives details of the unit and specifies the learning objectives of each lesson. The class teacher outlines activities and provisions 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 computing in Geography lessons where this serves to enhance their learning. 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 immediate 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. We ensure that all children are challenged through our Geography lesson and offer the more able pupils a chance to support younger pupils by becoming class experts.

Impact of the TGPS Geography curriculum:

The medium term planning at TGPS includes the objectives taken from the Progression of skills document. Teachers assess pupils against these skills to inform them of pupil progress. Pupils assess their own work against the learning challenges 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:

- Subject leads check LTP and MTP.
- Book scrutiny and looking for 'creative connections' to other curriculum areas - teachers form part of this process with open, professional dialogue.
- Pupil interviews
- Vocabulary document
- Progression of skills documents

- Lesson observations
- Learning walks
- Regular resource audits
- Twitter
- Tapestry

The Geography team is responsible for monitoring the standard of the children's work and the quality of teaching in Geography across school. The Geography team 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 an annual subject 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 and reinforce key vocabulary. We also use environmental issues as a way of developing the children's writing by asking them to record information and write reports and letters. Oddizzi assemblies weekly ensure pupils are learning to say hello in a new language.

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.

Science

Geography coverage compliments the teaching of Science within our school. Children study and record changes in our weather, create links and investigate different rock and energy types.

Computing

We make provision for the children to use Chromebooks and Ipads in Geography lessons where appropriate and incorporate Computing in our Geography curriculum planning through resources such as 'Digimaps'. Children use Computing in Geography to enhance their skills in data handling and in presenting written work.

Personal, Social and Health Education (PSHE), Citizenship and Philosophy for Children

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 recycle

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 improve the environment. Thus, Geography in our school promotes the concept of positive citizenship. Oddizzi provides teachers and pupils with resources to promote deeper thinking and problem solving opportunities.

Other Curriculum Subjects

Geography supports many curriculum subjects at TGPS. In PE, children consolidate their orientation and map skills through Outdoor and Adventure Activities. Art is complimented through our fieldwork experiences. Geography creates strong links to History through our topics and gives children the opportunities to identify how areas and settlements have changed over time.

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 diversity, 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.

Review

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