

Our vision: **'Let your light shine'** based on Matthew 5.16

# Egglescliffe C.E. Primary School



Egglescliffe CE  
Primary School

## Geography Policy

This policy was reviewed: June 2022

The date of the next review: June 2024

## **Geography Curriculum Intent**

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

### **1.) Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- ❑ DfE (2013) 'Geography Programmes of Study: key stages 1 and 2'
- ❑ DfE (2017) 'Statutory Framework for the Early Years Foundation Stage'
- ❑ Equality Act (2010)

This policy operates in conjunction with the following school policies:

- ❑ Accessibility to School Policy
- ❑ Assessment Policy
- ❑ SEND Policy

### **2.) What is Geography?**

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

*(National Curriculum, 2013)*

#### **The aims for Geography are to ensure that all pupils:**

- ❑ 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
- ❑ 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
- ❑ are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **3.) National Curriculum Subject Content:**

#### **EYFS:**

Pupils should be taught to:

Understanding the world:

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

#### **Key stage 1:**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge:

- Name and locate the world's continents and oceans.
- Name, locate and identify characteristics of the countries which make up the United Kingdom (UK).

Place knowledge

- Understand the geographical similarities and differences of areas of the UK and of a small area in a contrasting non-European country.

Human and physical geography

- Identify seasonal and daily weather patterns in the UK.
- Locate hot and cold areas of the world in relation to the equator.
- Use basic geographical vocabulary to refer to key physical features, as well as human features, including buildings, vegetation and seasons.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the UK and any other countries studied.
- Use simple compass directions, locational terminology and directional language to describe the location of features and routes on a map.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
- Devise a simple map and construct basic symbols in a key.
- Use observational skills to study the geography of the school and identify the key human and physical features of the surrounding environment.

### **Key stage 2:**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and 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 knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### **Locational knowledge**

- ❑ Use maps to locate countries around the world, concentrating on Europe's and North and South America's environmental regions, major cities and key characteristics.
- ❑ Identify counties and cities of the UK, geographical regions and their identifying characteristics, key topographical features and land-use patterns.
- ❑ Understand the location and significance of the Tropics of Cancer and Capricorn, the Equator, the Northern and Southern Hemisphere, the Arctic and Antarctic Circle, the Greenwich Meridian and other time zones.

#### **Place knowledge**

- ❑ Identify geographical similarities and differences through the study of human and physical geography of one region in the UK, Europe and North or South America.

#### **Human and physical geography**

- ❑ Describe and understand key aspects of physical and human geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle, types of settlement and land use, economic activity and the distribution of natural resources.

#### **Geographical skills and fieldwork**

- ❑ Use maps, atlases, globes and digital/computer mapping to locate countries.
- ❑ Use the 8 points of a compass and four- and six-figure grid references and symbols to build knowledge.
- ❑ Use a range of methods, including sketch maps, plans and graphs, and digital technologies, to record the human and physical features in the local area.

### **4.) Planning and the Curriculum**

At Eggescliffe C.E. Primary School, we adapt the National Curriculum to meet the needs of our school and our class. Geography is taught as a discrete lesson and as part of cross-curricular themes when appropriate. Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: geography programmes of study' and adhere to school policy on planning.

Our Geography Curriculum is designed to create a natural curiosity within pupils to explore and understand the natural world around them and the people in it. We aim to empower children to become independent learners and equipping children with relevant skills to use atlases, maps, keys and devices. We encourage teachers and pupils to plan class work but also to plan an educational fieldwork visit when it is appropriate.

Our long-term plan maps out the units and focus taught in each term during the year. Activities in Geography build upon the prior learning of the pupils and introduces new concepts. Whilst we give pupils of all abilities opportunity to develop their skills, knowledge and understanding, we also ensure there is increasing challenge for the pupils as they move up the school.

Our medium-term plans give details of each unit of work for each term. These plans define what is taught and ensure an appropriate balance and distribution of work across each term. They include key vocabulary for the unit as well as suggested equipment, resources and recommended assessment opportunities.

All relevant staff members are briefed on the school's planning procedures as part of staff training.

## **5.) Cross-curricular links**

### English

Pupils are encouraged to use their speaking and listening skills to describe what is happening. Pupils' writing skills are developed through recording findings and creating reports. Pupils' vocabulary is developed through the use and understanding of specialist terminology.

### Maths

Pupils use their knowledge and understanding of measurement and data handling. Where appropriate, pupils record findings using charts, tables and graphs. Pupils use data analysis to identify patterns.

### Science

Pupils use their knowledge of the natural world to identify and analyse features of physical geography. Pupils' investigative and practical skills are developed through the use of fieldwork and problem-solving activities.

### Computing

Computing will be used to enhance pupils' learning and pupils will use devices to locate and research information. Computing will be used to record findings, using text, data and tables.

### SMSC

Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination. Pupils are encouraged to think about the effect of humans actions on the environment. Current geographical developments and issues will be discussed in the classroom, where appropriate.

## **6.) Teaching and Learning**

The school uses a variety of teaching and learning styles in geography lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding. Teaching and learning styles are adapted to support pupils with SEND to ensure these pupils continue to have their confidence and self-esteem raised. Teachers ensure pupils apply their knowledge and understanding when completing work and exploring new concepts.

The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to their peers' ideas and treating these with respect.

Principles for effective teaching include:

- Setting tasks in the context of pupils' prior knowledge.
- Promoting active learning.
- Inspiring, exciting and motivating pupils to know more.

Strategies for effective teaching include:

- Ensuring the teaching methods used suit the purpose and needs of the pupils.
- Providing a meaningful context and clear purpose when assigning tasks.
- Using focussed practical tasks to help pupils develop and evaluate artwork.
- Ensuring tasks are built on skills and understanding.

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:

- ❑ Questioning, predicting and interpreting
- ❑ Pattern seeking
- ❑ Practical experiences
- ❑ Collaborative work
- ❑ Role-play and discussions
- ❑ Problem-solving activities
- ❑ Classifying and grouping
- ❑ Researching using secondary sources

Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos. Topic books will be used as an essential record of individual pupils' experiences and knowledge throughout a year and key stage, and will be seen as evidence for assessment and reporting purposes. Displays linked to Geography are encouraged to promote learning and create pride in work. Displays should inform others as well as supporting pupils with their current learning to build on prior knowledge.

### **7.) Assessment and Reporting**

Effective teachers employ a range of assessment strategies in order to monitor pupils' progress and attainment. Questioning is used to probe and extend understanding. Supportive and constructive feedback is provided to all pupils. Assessment is used as a diagnostic tool, which informs future learning. Pupils should be supported in assessing their own work and in identifying targets for improvement.

Characteristics of effective assessment practice include:

- ❑ Questioning is used throughout the lesson in order to judge pupil understanding;
- ❑ Mistakes and misconceptions are used constructively to facilitate learning; and
- ❑ Pupils are encouraged, through verbal target setting, to improve progress and attainment.

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Topic books are a valuable tool to assess progress and attainment. We assess the pupil's work in art and design whilst observing them work during lessons. Pupils constantly make judgements and evaluate their work as the need to make modifications arises. Pupils are encouraged to assess their own achievements and those of others in a positive way.

Formative assessment is used to guide the progress of individual pupils in Geography. It involves identifying each pupil's progress in each aspect of the geography curriculum, determining what has been learned and what should therefore be the next step. At the end of each unit, the teacher tracks progress against age related statements of attainment. This data is entered using the terms Emerging, Expected and Deeper Understanding for a particular year group. The teacher and Subject Leader use this information to decide where a child's progress differs markedly from that of the rest of the class enabling future work to be planned for the child. The teacher also makes termly assessments to parents at Parent Consultation Evenings and an annual assessment of progress, as part of the annual report to parents.

### **8.) Equal opportunities**

Egglescliffe C.E. Primary School is an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.

In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted, and the delivery of the computing curriculum is differentiated for these pupils, in line with the SEND Policy.

The planning and organising of teaching strategies for Geography will be reviewed on a termly basis by the subject leader to ensure that no pupil is at a disadvantage. The school aims to maximise the use and benefits of geography as one of many resources to enable all pupils to achieve their full potential.

We recognise that we have pupils of differing abilities in our classes and provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- ❑ setting common tasks that are open-ended and can have a variety of responses;
- ❑ setting tasks of increasing difficulty where not all pupils complete all tasks;
- ❑ grouping pupils by ability and setting different tasks for each group;
- ❑ providing a range of challenges with resources to support;
- ❑ using additional adults to support the work of individual pupils or small groups.

We enable pupils to have access to the full range of activities involved in learning about geography. Where pupils are to participate in activities outside the classroom, for example a school trip, we carry out a risk assessment prior to the activity, to ensure the activity is safe and appropriate for all pupils.

Where progress falls significantly below the expected range, we look at a range of factors – classroom organisation, teaching materials, teaching style, differentiation, so that we can take some additional or different action to enable the child to fully access the geography curriculum. Where a child's progress exceeds the expected range, appropriate extension work may be planned, where necessary, to allow pupils to learn more effectively.

### **9.) Monitoring and Review**

The monitoring of standards of work and of the quality of teaching in Geography is the responsibility of the Geography Subject Leader. The subject leader will monitor the progress and levels of attainment of the pupils. Self-review will include:

- ❑ the scrutiny of planning and completed work, to monitor progression and the teaching of core skills, ensuring assessment is used to guide planning
- ❑ analyse assessment information to evaluate the strengths and weaknesses in the subject, to indicate areas for further development and inform the Geography Action Plan
- ❑ informal lesson observations
- ❑ team teaching
- ❑ pupil voice

### **10.) The Role of the Subject Leader**

- ❑ Preparing policy documents, curriculum plans and schemes of work for Geography.
- ❑ Reviewing changes to the National Curriculum and advising teachers on the implementation of these.
- ❑ Monitoring the learning and teaching of Geography, providing support for staff where necessary.
- ❑ Ensuring the continuity and progression from year group to year group.
- ❑ Helping to develop colleagues' expertise in Geography.
- ❑ Liaising with teachers across all phases.
- ❑ Liaising with the SENCO about support for pupils with SEND.
- ❑ Communicating developments in the teaching of Geography to all teaching staff and the SLT as appropriate.
- ❑ Leading staff meetings and providing staff members with the appropriate training.
- ❑ Organising, providing and monitoring CPD opportunities in Geography.
- ❑ Ensuring common standards are met for recording and assessing pupil performance.
- ❑ Advising on the contribution of Geography to other curriculum areas, including cross-curricular links and extra-curricular activities.
- ❑ Collating assessment data and setting new priorities for the development of Geography in subsequent years.
- ❑ Auditing and ordering equipment and resources available to teachers and pupils.

### **11.) The Role of the Teacher**

- ❑ Acting in accordance with this policy.
- ❑ Ensuring the progression of pupils' geography skills, with due regard to the long-term plan and the national curriculum.
- ❑ Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- ❑ Sharing and promoting pupils' work in a way that embeds pride and a purpose.
- ❑ Liaising with the subject leader about key topics, resources and support for individual pupils.
- ❑ Monitoring the progress of the pupils in their class and reporting this to parents on an annual basis and the subject lead on a termly basis.
- ❑ Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.
- ❑ Undertaking any CPD that is necessary to effectively teach Geography.

### **12.) Health and safety**

Pupils have full access to a range of resources and devices, to maximise their learning experience; however, health and safety concerns are inherent with this subject, including the use of devices and secondary sources.

The risks of each task, will be assessed by the classroom teacher and subject leader before lessons. Pupils will be taught to use equipment and resources properly by the classroom teacher before use.

### **13.) Resources**

The school has a selection of resources to ensure all pupils can access learning. Classrooms have a range of non-fiction geography books linked to the topics that year group will teach. At the start of each school year, the subject leader will assess the school's resources and equipment to ensure there is sufficient equipment for pupils, allowing for funds to be allocated where necessary. Topic books can be found in the storage room in the hall. Other resources are stored in the hall cupboards and should be returned to the cupboards tidily once finished with.

Equipment and media within classrooms should be organised and accessible. Pupils are taught how to care for resources and surroundings.

### **14.) Monitoring and review**

The Subject Lead will review this policy every two years. Any changes made to this policy will be communicated to all members of staff.

The next scheduled review date for this policy is **June 2024**