

Fulwood and Cadley Primary School



Geography Policy

Date of Policy: September 2022

Review Date: September 2023

Subject Leader: Mrs A. Robinson

School Vision and Ethos

‘Wish It. Dream it. Do it. Be Unique’

At Fulwood and Cadley, our children are confident, courageous, fearless learners who, through our creative and inspiring curriculum, are enriched with opportunities to develop their skills: socially, emotionally and academically. Enriched learning experiences develop real life skills, technological expertise and emotional intelligence, which are underpinned with the promotion of a positive-growth mind-set throughout the curriculum and beyond. Pupils are resilient, determined, independent and show perseverance to overcome any challenge now and in the future.

Geography Statement of Intent (including values and equality)

At Fulwood and Cadley, we believe that Geography helps to provoke and investigate questions about the natural and human world; encouraging children to develop a greater understanding of their world and their place in it. As a school, we strive to embed three core fundamental areas within our teaching and learning of geography, which are: to investigate places, to investigate patterns and to communicate geographically.

We aim to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children’s spiritual, moral, social and cultural development. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. Our intention is to promote 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. Our lessons are designed to improve children’s geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Legal Framework

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

- DfE (2013) ‘National curriculum in England: geography programmes of study’
- DfE (2017) ‘Statutory framework for the early years’ foundation stage’

Roles and Responsibilities

The **leader of geography** is responsible for the strategic leadership of their subject within the school curriculum. This may include specific roles or responsibilities such as:

- Preparing policy documents
- Reviewing curriculum implementation through effective whole school planning

- Keeping up-to date with latest research and shifts in education, reviewing changes to the national curriculum and advising on its implementation.
- Monitoring the learning and teaching of geography, providing support through coaching or team teaching for staff where necessary.
- Ensuring the continuity and progression of skills from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils, including deepening understanding through enrichment and wider experiences.
- Helping to develop colleagues' expertise in the subject
- Organising the deployment of resources and carrying out an annual audit of all geography resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing learning.
- Advising on the contribution of geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of geography in subsequent years.

The **classroom teacher** is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' geographical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the geography leader about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the geography leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

Implementation (teaching and learning, cross curricular links, planning and home learning and key skills and knowledge)

First and Foremost, the teaching of geography follows the national curriculum which provides a full breakdown of the statutory content to be taught within each unit.

KS1 pupil objectives

- 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 countries
- 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.

KS2 pupil objectives

- 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.

Cross-curricular links

Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas.

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 in order 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.

Technology

- Technology will be used to enhance pupils' learning.
- Pupils will use technology to locate and research information.
- Technology will be used to record findings, using text, data and tables.
- Digi-maps is a purchased resource that allows children to develop their locational map skills
- I-Pads are used as a fundamental tool to deepen our understanding of place knowledge e.g. Using I-Maps, Google expeditions and 3-D images of landmarks etc...

Spiritual development

- 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.

Teaching and learning

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. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.

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.

The **classroom teacher**, in collaboration with the **geography leader**, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity according to the ability of pupils.
- Setting tasks of varying difficulty depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems or participating in local walks, visiting local rivers to record human and physical features in our local area.

Planning

At Fulwood and Cadley, an overview of the teaching of the geography curriculum can be found on the medium term planning which highlights national curriculum objectives and the key progression of geographical skills across the school. Medium term planning also details a summary of the unit of work and the intended outcome. Individual planning is at the teacher's discretion as we trust our teachers to plan in a way that best suits their personal style however, within planning, key non-negotiables must be identified which consist of:

- Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: geography programmes of study'.
- Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- Long-term planning will be used to outline the units to be taught within each year group.
- Medium-term planning will be used to outline the national curriculum skills covered and skills progression that will be taught in each unit of work, as well as highlighting the opportunities for assessment. Medium term plans will identify main learning activities and overall outcome
- Medium-term plans will be collated by the curriculum leader and shared with the Geography Leader to ensure there is progression between years.
- Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson.
- Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils and will ensure there is an opportunity to develop limitless learning and provide challenge.

Impact (assessment and reporting and monitoring and review)

Assessment and reporting

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy. This includes formative assessment of key skills and a summative assessment at the end of a unit of work.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Specific assignments for individual pupils

- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Classroom tests

Formative assessment of the above skills **should take place frequently** after each lesson or unit of work taught. This is to be **evidenced on Lancashire Tracker** and used to inform future teaching and learning.

Summative Assessment will take place at the **end of each term** and will be a cumulative judgement based on all skills taught to date. This is to be **evidenced on Lancashire Tracker**.

Equality

Learning will be tailored for pupils with special educational needs and disabilities and their progression will be assessed by the school SENCO.

- Teaching will provide equality of access for all pupils
- Teaching will promote and celebrate the contribution of different cultures
- Teaching and learning will provide educational visits and extended learning opportunities that involve all pupil groups and enrich pupils learning experiences, investing in individual cultural capital
- Lessons and resources will reflect the reality of a culturally diverse society and explore cultures from around the world with respect.
- Teachers will take account of the performance of all pupils when planning for future learning and setting challenging targets, using on-going formative assessment to establish starting points and next steps
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- A ceiling is never placed on any child's learning regardless of ability through the opportunity to engage in differentiated tasks, independently selected by the child, therefore developing child-initiated learning and empowerment to make choices for themselves.
- In geography, teachers will strive to provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning and develop a positive self-perception in relation to themselves as a learner
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils

Monitoring and review

This policy will be reviewed on an annual basis by the geography leader.

The geography leader will monitor teaching and learning in the subject as part of peer review days, ensuring that the content of the national curriculum is covered

across all phases of pupils' education and that there is a clear progression of skill development across key stages and year groups.

Any changes made to this policy will be communicated to all teaching staff.

Date of Policy: September 2022

Date of Review: September 2023

Policy Author: A. Robinson