

Geography Policy

Hornsea Burton and Skipsea Federation

Vision

Through our teaching of geography we aim to:

- Stimulate pupils' enthusiasm for, and curiosity about their surroundings and the wider world
- Increase their knowledge and understanding of the different communities within Hornsea, the East Riding of Yorkshire, Britain and the wider world - and how these relate to each other
- Increase their knowledge and understanding of the wider world
- Encourage pupils to ask questions and propose solutions to environmental problems within the local area and the wider world
- Develop pupils' competence in specific geographical skills (such as the use of maps, secondary sources, ICT, aerial photographs, data logging equipment and considering evidence from a range of sources)

Through geography we can also:

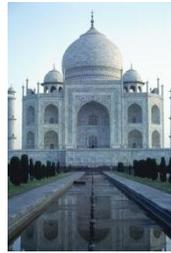
- Improve pupils' skills in English, maths and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens

Teaching and Learning Style

The geography curriculum across the Hornsea Burton and Skipsea Federation is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the 2014 National Curriculum.

As an integral part of the teaching and learning of geography, children will be given the opportunity to undertake purposeful fieldwork, communicating their findings in a variety of ways.

Geography Curriculum Planning



The school uses the Chris Quigley Essentials Curriculum which is linked to the new National Curriculum as the basis for its core subject teaching. We draw on the relevant Key Skills and cross-curriculum themes to plan our topics.

These are the essential characteristics of geographers that that we want our pupils to achieve during their time at our school:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

In accordance with the new National Curriculum for Geography, our school will provide opportunities for children in KS1 so that they:

Investigate the world's continents and oceans.

- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

In accordance with the new National Curriculum for Geography, our school will provide opportunities for children in KS2 so that they:

Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.

- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).

- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.

- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.

- Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers,

mountains, volcanoes and earthquakes and the water cycle

- human geography, including: settlements, land use, economic activity including trade

links and the distribution of natural resources including energy, food, minerals and

water supplies.

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

- Use a wide range of geographical sources in order to investigate places and patterns.

- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

We carry out the curriculum planning in geography in two phases (Medium-term and short-term). The geography subject co-ordinator works in conjunction with teaching colleagues in each class.

Our medium-term plans give details of each topic for each term. The medium term overview sheets that we complete for each topic shows the coverage and Key Skills to be worked on during that topic. They identify the key learning objectives to be covered through that topic. The

geography co-ordinator is responsible for keeping and reviewing these plans. As we have mixed-age classes, we do our medium-term planning based on the Key Skills relating to the National Curriculum levels that children are working at over a two year cycle, with there being a minimum of three geography themes within that cycle. In this way we ensure that we cover the National Curriculum without repeating topics and ensure that opportunities are planned at each child's current level. Geography is also linked to other foundation subjects, particularly history, RE and science.

The three main learning objectives linked to the new curriculum for Geography are:

To investigate places

To investigate patterns

To communicate geographically

The class teacher is responsible for writing the short-term plans. These daily plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans and s/he and the geography co-ordinator often discuss them on an informal basis.

The topics studied in geography are planned to build on prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work through the Chris Quigley Essentials Curriculum milestones, so the children are increasingly challenged as they move up through the school.

Foundation Stage

We teach geography in Class 1 as an integral part of the topic work covered during the year. As this class includes children from the Early Years Foundation Stage, we relate the geography aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children in the Foundation Stage.

Teaching Geography to children with Special Educational Needs

At our school we teach geography to all children, whatever their ability. 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 and responding to each child's different needs. Assessment against the National Curriculum

through the use of Chris Quigley milestones allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the children may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style and differentiation, so that we can take some additional or different action to enable the child to learn more effectively. This ensures our teaching is matched to the child's needs.

Roles and responsibilities

The Head will:

- Set high expectations and monitor teaching and progress
- Ensure a whole school approach, keeping parents, governors and support staff well informed
- Support the geography co-ordinator and other teachers

The Governors will:

- Be well informed through the leadership of the Head and the geography co-ordinator
- Support the staff in implementing the school's policy for geography
- Help monitor and review the progress on the geography action plan

The geography co-ordinator will:

- Support colleagues in planning, teaching and assessment
- Provide expertise and advice on the use of resources
- Write, monitor and review progress on the geography action plan
- Work alongside the Head to monitor and evaluate teaching and progress
- Co-ordinate the evaluation and review of the school's geography policy
- Manage the provision and deployment of resources

Teachers will:

- Use the Chris Quigley Essentials Curriculum (which is linked to the new National Curriculum) to aid short term planning
- Share clear learning objectives and success criteria with the children
- Use a range of teaching styles

- Plan activities that allow for different levels of achievement by pupils
- Use the learning outcomes at the end of each topic as an aide to record and monitor pupil progress
- Record pupil progress on end of year assessment grids to show their current level
- Inform Parents/Carers of their child's progress through annual reports

Support staff will:

- Be included in staff training for geography where appropriate
- Have a clear understanding of the geography skills to be developed
- Share the learning objectives and success criteria for the lesson and know the key vocabulary to be developed

Parents will:

- Be encouraged to develop positive attitude to geography
- Be given opportunities to view pupils work
- Be informed of their child's progress through annual reports

Assessment and Recording

Teachers assess children's work in geography by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks it and comments as necessary. At the end of a topic s/he makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment/Chris Quigley milestones, and records these attainment grades on the end of year assessment sheets. We use this as a basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year. The Geography Coordinator may keep samples of children's work in a portfolio.

Resources

Geography resources are allocated according to what themes are taught in each age group. Children will have the opportunity to use the following resources: globes, atlases, visual media (including aerial photographs). Information books, maps, graphs, compasses, measuring equipment and ICT.

Monitoring and Review

The monitoring of the standards of the children's work and the quality of teaching in geography is the responsibility of the geography co-ordinator. The geography co-ordinator is also responsible for supporting colleagues in the teaching of geography, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The geography co-ordinator has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of geography during the geography review cycle. This policy has been reviewed Autumn Term 2016 and no major changes needed. It will be reviewed at least every 2 years.