



Great Wilbraham C of E Primary School

Policy title: Geography

Date created: April 2020

Date ratified:

Next Review Date: September 2021

Signed:

1. Introduction

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, 2014).

"Without Geography you are nowhere." -Jimmy Buffett

2. Quality of Education

2.1. Intent of the Curriculum

2.1.1. Curriculum design and coverage

Our curriculum intent for geography is:

- DIVERSITY – learning about cultures of places and challenging stereotypes
- VALUES – working together creatively to engage in geographical enquiry
- ASPIRE – working with and visiting inspiring geographical professionals or exhibits
- RESILIENT – positive attitudes working with others and solving problems
- THINK CRITICALLY – contemplating whether geography is accurate and question why we learn it
- ENGAGING – seeking cross curricular links where possible

2.1.2. Knowledge and skills – National Curriculum

The National Curriculum sets out programmes of study for Key Stages 1 and 2. This ensures continuity and progression in the teaching of geography. The aims for our pupils are to:

- 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.

2.1.3. Knowledge and skills – EYFS Statutory Framework

The EYFS Framework in relation to geography aims for our pupils to develop skills and talk about the similarities and differences in relation to places, objects, materials, living things and themselves and others (among their families and communities). As well as this, EYFS children should be able to talk about past and present events in their own life and lives of their family, providing the basis for the National Curriculum aims above.

2.1.4. Special educational needs & disabilities (SEND)





Policy title: Geography

Date created: April 2020

Date ratified:

Next Review Date: September 2021

Signed:

Geography lessons should be planned to meet the needs of all learners. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability and that everyone is involved within the unit of study.

2.1.5. Cultural capital and diversity

Challenging stereotypes and promoting the impact of a variety of cultures locally and nationally is key to developing children's attitudes. Working with a range of individuals from within the sector, and using links with local and national museums, such as the Natural History Museum (specifically the volcanoes and earthquakes exhibit), as well as using local sites to do geographical fieldwork (Aylmerton).

2.2. Implementation of Teaching and Learning

2.2.1. Subject knowledge – Long Term Planning

As a staff we have created a long-term plan for geography to create as many links as possible. The coverage of geography across the school ensures that every two-year topic cycle covers the required physical and the human geography to cover the National Curriculum.

2.2.2. Subject knowledge – Medium Term Planning

Medium Term Plans are created using the agreed school format and should demonstrate a build up of skills:

- engaging in geographical enquiry
- using and drawing maps, identify places and environments using human and geographical features
- using a range of geographical sources
- use fieldwork to deepen understanding
- communicate geographical information in a variety of ways (quantitative and qualitative).

A geography unit may take place through a series of weekly lessons, over a couple of whole days or even longer but roughly six afternoon sessions is a guide to the time allocated per unit. Teachers endeavour to teach geography in a multitude of ways, including cross curricular links.

2.2.3. Formative assessment

Teachers make assessments of children through observation of using geographical skills and using these to participate in a geographical enquiry. Assessment should be made about both understanding key features (human and geographical) of a country as well as adequately using the geographical skills. These ongoing assessments inform future planning and teaching. Lessons are adapted readily, and short-term planning evaluated in light of these assessments.

2.2.4. Resources

Resources are kept in the class rooms or the library and maintained by the geography leader. It is the role of the class teacher to ensure they request items for any future topics and if resources are limited to inform the geography coordinator. During a geography unit, care must be made to use resources carefully and children must be aware of the responsibility for the fragility of some resources.

2.2.5. Learning environment

During a geography project the classroom environment may be adapted. Separate areas for sources and materials and space for children to role-play must be made, if necessary. Assessing risks and ensuring the health and safety of everybody in the room is paramount.

2.3. Impact

2.3.1. Summative assessment

Annual judgements for geography are made in Target Tracker for Y1-Y6 and geography is reported through the EYFS framework. Judgements are made through formative observations throughout the year for both geographical skills and knowledge of the subject being taught.

2.3.2. Preparation for next stage of education





Policy title: Geography

Date created: April 2020

Date ratified:

Next Review Date: September 2021

Signed:

Using the progression of skills document, decided by teachers and geography lead, to plan MTP ensures that the children have achieved the necessary skills in order to aid them to be ready for their next stage of education.

2.3.3. High quality pupil work

Completed geographical enquiries should be celebrated and should have a purpose and the build-up of geographical skills is key. During the build-up to the geographical enquiry the teacher teaches skills and guides the pupils. During the final enquiry, the emphasis is on children to use the necessary skills to solve a problem independently with the teacher carefully questioning and challenging children to succeed.

2.3.4. Applying learning

Children are encouraged to apply their learning within and from other subjects – for example English, maths and art all have influences upon geography and vice versa.

3. Behaviour and Attitudes

3.1. Attitudes to learning

Children are taught to use the geographical skills to solve problems, participate in debates or participate in an geographical enquiry and self-directed learning is encouraged. Children need to be challenged to solve problems independently but also supported where needed.

3.2. Positive and respectful culture

Staff and children will respect each other's abilities in geography and aim to support each other to be the best they can be in a safe and supportive environment. Collaborative learning and thinking critically are key within this subject and must be managed carefully.

3.3. Supporting colleagues

Colleagues will be supported by the geography coordinator and provided with CPD or key ideas to develop their teaching when appropriate.

4. Personal development

4.1. Social, Moral, Spiritual, Cultural

Children will:

- Work together to solve problems
- Make responsible moral decisions and act on them, helping others
- Make an active contribution in geography sessions
- Understand, appreciate and contribute to a positive mindset culture

5. Leadership and management

5.1. Roles and responsibilities

Leadership

- To lead in the development of geography throughout the school.
- To monitor the planning, teaching and learning of geography throughout the school.
- To help raise standards in geography.
- To provide teachers with support in the teaching of geography.
- To monitor and maintain high quality resources.

Staff

- To adhere to the policies and provide children with challenging yet engaging activities within a supportive and understanding atmosphere

Children:

- To be positive when approaching geography





Great Wilbraham C of E Primary School

Policy title: Geography

Date created: April 2020

Date ratified:

Next Review Date: September 2021

Signed:

- To try their best

5.2. Continuing professional development

Staff needs in CPD in relation to geography may come through performance management, recognition of a whole school need or through the needs of individual pupils.

5.3. Community links

GWPS have worked with a variety of outside agencies and museums to inspire our pupils within this industry. Children across the school have visited national and local geographical sites and the careers that are available in geography have been shown to them.

5.4. Working with governors

The geography coordinator links with a key governor who reports back to the Full Governing Body progress in geography teaching, learning and data. Learning Walks including governors are taken triennially.

5.5. Inclusion and equal opportunities

This policy is in line with the school's 'Equality' policy. The aim is to ensure that everyone makes progress and gains positively from lessons and to plan inclusive lessons. Positive discrimination may be necessary to address some of the gender stereotypes that children may have developed. We are also ensuring that we teach a diverse range of cultures and that a wide range of significant people are studied.

5.6. Safeguarding

The safety of children is paramount in all situations. High standards of behaviour are expected in any lesson. A senior member of staff will be called if the child needs to be removed. Great Wilbraham CE Primary School is committed to safeguarding and promoting the welfare of all children.

5.7. Health and safety

Geography sessions can entail the use of a variety of artefacts and equipment that without care and consideration could cause harm. At all times a safe and healthy environment is maintained, artefacts and equipment are checked before use and risk assessments are undertaken (if necessary) to ensure there is a safe working environment. Any issues are reported to the Headteacher, the County health and safety policy should be adhered to for all geographical activities (including trips and handling of equipment).

5.8. Reviewing and monitoring

This policy will be renewed triennially in accordance with updates on geography.

6. **Links to other policies**

6.1. Curriculum Policy

6.2. Assessment Policy

6.3. Health and Safety Policy

7. **Appendices**

