



Elburton Primary School

Geography Policy

	February 2022	Policy Review Date
1	9 th February 2020	Policy Agreed
Version	Date	Description

1. Intent

Rationale

At Elburton Primary School we believe that Geography underpins a lifelong 'conversation' about the earth as the home of humankind. We believe that Geography is integral to the whole curriculum. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people. Geography stimulates curiosity and imagination and we aim to build upon the child's "personal geography" by developing geographical skills, understanding and knowledge through studying places and themes.

All children will be given equal access to Geography irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of Geography.

Aims of our Geography Curriculum

At Elburton we aim for our children to:

- Develop a sense of place, belonging, identity, purpose, awe and wonder.
- Make sense of the fast-changing world in which they live.
- Unravel the mystery of people(s), place(s) and environment(s).
- Appreciate similarities and differences in the world around them.
- Investigate people(s), place (s) and the interactions between the two.
- Investigate interconnectivity and interdependence.
- Investigate of the processes that shape our world – both physical geography and human geography.
- Investigate patterns – both physical and human.
- Recognise and understand issues concerning the environment and sustainable development.

Specific Objectives in our Curriculum

- The delivery of the statutory requirements for Key Stage 1 and 2 as outlined within the National Curriculum for Geography.
- Objective driven learning where quality not quantity is focus, with effective and efficient use of time whether geography is taught discretely in half term blocks.
- Development of research skills – library skills- digital literacy
- Engagement in high quality learning through enquiry, investigation, problem solving and decision-making activities.
- Expressing and evaluating attractive and unattractive features of the environment.
- Following directions using positional and directional language, also using these to direct others.
- Making and drawing maps and plans at a range of scales for a range of purposes.
- Comparing and contrasting landforms, land uses, weather, seasons and ecosystems.
- Naming the physical features of places, e.g. mountain, sea, beach, river, and valley.
- Appreciating the variety of responses to the same basic needs (ethnic, cultural and economic)
- Imagining what it might be like to experience life in other places.
- Using developing geographical language to talk about learning e.g. route, scale, tide, erosion, climate, temperate, continent.
- Developing the geographical skill of making observations and measuring, recording observations through maps, talk, and writing, taking photographs, sketches and diagrams.
- Using atlases, globes, maps and plans – range of scales and types. Progressive use of GIS – Google maps and Multi-map are very simple GIS (Geographical Information Systems)
- Geographical skills will be developed, enhanced through our enquiries, not in isolation.
- Where possible use experiential geography.
- Geography is about our world past, present and future. It is a topical and emotive subject that deals with real issues. Topicality will be central to teaching and learning in this subject area – from 'Picture News'

- Using a wide range of ICT to support subject investigations and enquiries.
- Using a wide range of resources to collect secondary geographical information (music, paintings, films, poems, story books, novels, travel accounts, brochures). You will see a very wide range of resources used – not resource deficit geography.
- Using of outside experts to support learning and teaching.

2. Implementation

Teaching and Learning Guidelines

At Elburton in order to facilitate learning and engagement for all children we implement the following approaches:

- A hook that engages the children and gives the context for learning.
- A variety of learning styles is used: visual, audio and kinetic
- Whole-class teaching methods, enquiry-based group work, individual, pair, class and group work
- Children are taught through discussion, practical activity, games, investigations, problem solving, research, role-play and recording.
- The classroom climate create by teachers inspires and motivates pupils.
- Teachers monitor learning and provide verbal or written feedback.
- A variety of data is used to support their learning, such as maps, statistics, graphs, pictures, aerial photographs and GIS.
- At Elburton Primary School, ICT plays an integral part in the teaching and learning of Geography.
- We conduct regular reviews of children’s gains in knowledge, skill and understanding to check that key concepts and learning are embedded in children’s long-term memory.
- Assessment for Learning.
- Modelling.
- Questioning.
- Pupil groupings are mixed ability.
- Purpose of the learning is made explicit leading outcome.
- Quality marking and feedback.
- Challenge for all and support where necessary.
- We encourage children to ask as well as answer geographical questions.

Planning and Organisation

At Elburton Primary School, geographical work undertaken within the school has been carefully organised to provide breadth and depth of knowledge and understanding as well as developing geographical skills. The development throughout the two key stages builds on children’s previous work. Geography is taught in six-week blocks interleaving with history each term.

The objectives of Geography teaching in the school are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2. The Geography curriculum of the school will therefore help children to experience the following key aspects of the programme of study:

In both Key Stages 1 and 2 children should study four strands. These are:

1. Locational knowledge
2. Knowledge and understanding of places
3. Human and physical geography
4. Geographical skills and fieldwork

Planning Format

- Long-term Plan: this maps the topics studied by each year to ensure coverage and progression.

- Medium-term Plan: overview of curriculum coverage, progression, assessment opportunities, enhancement opportunities, trips, visitors.
- Individual Lesson Plan: these can be formed on a weekly basis by reviewing and expanding on the MTPs rather than creating a separate document.

Early Years

Geography is taught as an integral part of topic work covered during the year. In the Foundation Stage Geography is about the children having the opportunities to find out and learn about the world they live in. The Geography side of the children's work is related to the Knowledge and Understanding of the World objectives set out in the Early Years Foundation Stage Curriculum.

Geography Curriculum Map KS1 and KS2			
	Autumn	Spring	Summer
Year 1	OUR LOCAL AREA	ANIMALS AND THEIR HABITATS	PEOPLE AND THEIR COMMUNITIES
Enquiry Question	What it like where I live?	Where do our favourite animals live?	Where in the world do these people live?
Main curriculum focus	Use maps to identify the UK and its countries.	Use compass directions to describe features and routes on a map.	Focus on non-European country
Year 2	OUR WONDERFUL WORLD	JOURNEYS: FOOD	WEATHER AND SEASONS
Enquiry Question	What are the wonders of our world?	Where does our food come from?	What are the seasons?
Main curriculum focus	To name, locate and identify characteristics of the seven continents and oceans	Describe and understand key aspects of human geography, including trade links	Identify seasonal and daily weather patterns in the UK
Year 3	OUR WORLD	CLIMATE AND WEATHER	COAST
Enquiry Question	Where on Earth are we?	Why is climate important?	Do we like to be beside the seaside?
Main curriculum focus	Locate the world's countries using maps	Identify seasonal/daily weather patterns in the UK	Name geographical regions and their identifying characteristics in the UK
Year 4	THE AMERICAS	RIVERS AND WATER CYCLE	EARTHQUAKES AND VOLCANOES
Enquiry Question	Can you come on a Great American Road Trip?	How does the water go round and round?	How does the Earth shake, rattle and roll?
Main curriculum focus	Locate the world's countries using maps, including North and South America	Describe and understand key aspects of physical geography, including the water cycle	Describe and understand key aspects of physical geography, including volcanoes
Year 5	CHANGES TO OUR LOCAL ENVIRONMENT	EUROPE – THE STUDY OF SCANDINAVIA	JOURNEYS: TRADE
Enquiry Question	How is our country changing?	Where should we go on holiday?	Where does all our stuff come from?
Main curriculum focus	Identify geographical characteristics of the UK and understand how some have changed over time.	Locate the world's countries, using maps	Use maps, atlases and digital mapping to locate countries and describe features.
Year 6	SOUTH AMERICA THE AMAZON	PROTECTING THE ENVIRONMENT	OUR WORLD IN THE FUTURE
Enquiry Question	What is life like in the Amazon?	Are we damaging our world?	How will the world look in future?
Main curriculum focus	Understand similarities and differences of a region of the UK, and a region within South America	Describe and understand aspects of human geography, including settlement and land use	Name and locate counties and cities of the UK, and understand how some aspects have changed over time

Health and Safety

At Elburton Primary School, children are taught:

- Safe practices in the field and how to achieve them.
- How to use equipment in accordance with health and safety guidelines.
- To behave considerably and responsibly, showing respect for other people and their environment whilst on trips outside the classroom.

Teachers:

- Ensure risk assessments are completed before any field trips are agreed.
- Discuss all planned trips with the headteacher.
- Ensure adequate supervision is organised for all field work.

More able and those with special educational needs

More able learners and those identified with SEND will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. We aim to ensuring suitable learning opportunities and challenge matches to the ability of each pupil.

Some examples are:

- Open-ended and can have a variety of responses
- Deeper thinking tasks
- Providing resources of different complexity according to the ability of the pupil.
- Using teaching assistants to support the work of individual pupils or groups of pupils.
- Giving additional teacher input to some pupils when needed.
- In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry and, making connections.

3. Impact

At Elburton Primary School, the role of the Geography Coordinator is to:

- Support colleagues in teaching the subject content and developing the detail within each unit.
- Renew, update and complement resources needed to deliver the curriculum.
- Audit current practice.
- Develop assessment and record keeping checking children's progression and the continuity of the curriculum.
- Keep abreast of developments in Geography education and media usage.

Assessment

Teachers assess pupils continuously on an informal basis; these assessments inform the teacher of the pupil's current achievements and guide the teacher in planning the pupil's future learning. Once the children complete a unit of work, we make a summary judgement of the children's work and consider the extent to which core content and concepts have been embedded in their long-term memory.

Class teachers keep the children's Geography work in their work books. We record assessments and use these to plan future work. We evaluate whether they have yet to obtain, obtained or exceeded the expectations of the unit.

Parents are informed in writing in the annual report whether their child is:

- Working towards
- Working at
- Working above
- Working well above the expectation for the age group

Monitoring

To monitor and evaluate Geography, the Geography subject co-ordinator does the following:

- Supports teachers via co-planning, sharing subject knowledge, observing and giving feedback.
- Monitors teachers' medium-term planning.
- Holds agreement trials to further develop the assessment portfolio.
- Reviews resource provision.
- Works co-operatively with the SENCo.
- Discusses regularly with the headteacher and (if applicable) the Geography governor, the progress with implementing this policy in the school.