



Annie Lennard Primary School

Geography Policy

“Geography underpins a lifelong ‘conversation’ about the earth as the home of humankind.”

Geography Association

Vision and intent

At Annie Lennard Primary School, we want all children to be fascinated and curious about the world, places and people around them. We want all pupils to be able to investigate geographic principles and concepts to draw conclusions about their world. Our geography curriculum is sequenced to provide pupils with opportunities to build and revisit knowledge as they progress through the school. Being a primary school in an urban setting, we provide opportunities for pupils to experience their local geography as well as learning beyond the school gates and further afield.

Cultural capital considerations for Geography

Given our context linked to high levels of deprivation, we are aware of the high need to support the development of Annie Lennard pupils' cultural capital. This is key to their future success in their next stage of education and in future life. We plan to ensure that the experiences we provide through our geography curriculum and by connecting learning across subjects, gives them confidence and the capacity to succeed in the future and to support a long-term aspiration of all U.K. pupils achieving in society.

National curriculum overview

The national curriculum for geography aims 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.

Implementation of Geography

Geography planning and resources

All documents relating to Geography are located on One drive – Teacher resources/Geography

The Geography Policy is also located here.

The long-term overview/curriculum map for Geography can also be found here.

Individual lesson plans, detailing the learning journey through an enquiry-based approach, can also be found here, grouped by year group and half termly topic.

Curriculum design

We implement all National Curriculum expectations for Geography. At Annie Lennard we use an enquiry-based approach to our delivery of the National Curriculum attainment targets. We feel that Geography is best delivered around enquiry and that geographical enquiry is an active process of investigation in which pupils are fully engaged. We therefore focus our geography teaching on enquiry with each lesson including open ended activities in which pupils are independently discovering things for themselves as well as more tightly teacher-controlled activities, and a full range of less or more structured approaches in between.

We use the enquiry grid below to frame enquiry-based questions to support the implementation of our Geography curriculum and shape each learning journey.

Enquiry Questions Grid

	...is	...did	...was	...could	...if	...might
What						
Where						
Who						
When						
Why						

How						
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Enquiry based approach ensures:

- We use thinking time effectively.
- That we improve responses to questions to lead to more targeted, detailed and developed answers.
- We unpick reliability, viewpoints and challenge ideas.
- We improve engagement and focus.
- We challenge and extend ideas and improve understanding.
- We support pupils to question to a deeper level with focus and insight.

Strands

We have developed strands that allow pupils to develop knowledge and skills over time as they move through each year group. In Early Years the KUW (Knowledge and Understanding of the World) area of learning includes Geography skills.

Note Geography alternates each half term with History. Geography provision falls in the second half of each term.

2023-24	Autumn 2	Spring 2	Summer 2
Year 1	Local Geography <i>Our School</i>	UK <i>Countries and Capitals</i>	Planet Earth <i>Continents, Seas and Oceans</i>
Year 2	Local Geography <i>Our Local Area</i>	UK <i>Human and Physical features of the UK.</i>	Planet Earth <i>Hot and Cold Places</i>
Year 3	UK <i>Cities & Regions</i>	Planet Earth <i>Europe</i>	Amazing World <i>Climate</i> <i>Volcanoes</i>
Year 4	UK <i>Counties</i>	Planet Earth <i>Russia</i>	Amazing World <i>Water cycle</i> <i>Earthquakes</i>
Year 5	UK	Planet Earth	Amazing World

	<i>Settlements</i>	<i>The Americas</i>	<i>Mountains</i>
Year 6	UK <i>Fieldwork studies in local area</i>	Planet Earth <i>Comparison Study</i>	Amazing World <i>Rivers</i>

We have a detailed Long-Term Plan which maps the National Curriculum for Geography clearly. This is the Geography Curriculum Folder. A snapshot is shown below.

KS1

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	Place knowledge	Human & physical	Geographical skills and fieldwork
1. Name and locate the world's 7 continents and 5 oceans. 2. Name and locate the 4 countries of the UK. 3. Name and locate capital cities of the UK. 4. Identify characteristics of the four countries and capital cities of the UK. 5. Name and locate the UK's surrounding seas. - GB = Great Britain , British Isles (inc all the islands inc Ireland as an island)	1. Understand geographical similarities and differences through studying the human and physical Geography of a small area of the UK and a small area in a contrasting non-European country.	1. Pupils can identify seasonal and daily weather patterns in the UK 2. Pupils can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 3. Pupils can use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, human, season and weather 4. Pupils can use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, shop	1. Pupils use world maps, atlases and globes to identify: the UK and its countries 2. as well as the countries, continents and oceans studied at this key stage i.e. continents; five oceans; 3. use simple compass directions (N, S, E, W) and 4. locational and directional language eg (near, far, left right) 5. to describe the location of features and routes on a map. 6. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 7. Devise a simple map. 8. Use and construct basic symbols in a key. 9. Use simple fieldwork and observations skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment.

KS2

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	Place knowledge	Human & physical	Geographical skills and fieldwork
1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) 2. and North and South America, 3. concentrating on their environmental regions, 4. key physical and human characteristics, 5. countries, 6. and major cities 7. Name and locate countries 8. and cities of the United Kingdom, 9. geographical regions 10. and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), 11. and land-use patterns; 12. and understand how some of these aspects have changed over time 13. identify the position and significance of latitude, longitude, 14. Equator, Northern Hemisphere, Southern Hemisphere, 15. the Tropics of Cancer and Capricorn, 16. Arctic and Antarctic Circle, 17. the Prime/Greenwich Meridian and time zones (including day and night)	1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	- describe and understand key aspects of: 1. physical geography, including: climate zones, 2. biomes and vegetation belts, 3. rivers, 4. mountains, 5. volcanoes, 6. and earthquakes, 7. and the water cycle 8. human geography, including: types of settlement and land use, 9. economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 2. use the eight points of a compass, 3. four and six-figure grid references, 4. symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 5. and the wider world 6. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Knowledge organisers

Our aim is for quality delivery and clarity of definitions and concepts throughout the school, supporting progression of knowledge and skills. Therefore, supporting each strand and for use in each lesson children have knowledge organisers in their Geography books at the start of each strand to refer to in their learning.

Timetabling

Geography is taught discreetly. It is taught in three of six half terms, normally in rotation with History. There is normally one Geography unit taught in Autumn Term, Spring Term and Summer Term, which allows children to recall their learning at staged intervals across the academic year.

Longitudinal study

Some elements of Geography lend themselves to Longitudinal Studies. These are studies over time. For example, in Year 1, children study the weather, temperature and seasons through a Longitudinal Study. During the year, the children will collect and analyse data to support their understanding of seasonal and daily weather patterns in the United Kingdom.

Continuous Provision

The delivery of the Geography curriculum is supported by Continuous Provision. For example, something significant may be happening geographically such as a volcanic eruption; this develops a culture where we ensure learning is relevant and connects to wider external issues. This may be done through watching child-friendly news programs such as BBC's Newsround or through specific events and curriculum enrichment days.

Retrieval practice

Each lesson caters for retrieval and supports long term memory retention by retrieval of previous sessions and from sessions over time. In Geography, we use end of unit quizzes to help the children recall information. These include the substantive knowledge the children are required to know to be successful geographers.

Vocabulary

Vocabulary has high focus and children are expected to develop a secure understanding of required geographical terms.

Inclusion

Teachers are always mindful of inclusion and adaptation. Learning must meet the needs of all pupils. It must be relevant to our diverse community.

Making connections to other subjects

Geography is a subject that encompasses and links to a wide-range of other curriculum areas. Within Geography, we make smart links to these subjects. For example, while completing fieldwork activities, the children are encouraged to use data handling and statistical skills learnt in their mathematics lessons. Digital mapping is also a large part of our Geography curriculum, and therefore we make links to computing skills. In addition to these examples, we also make links to subjects including English and History. Furthermore, Continuous Provision and Longitudinal Studies support making connections.

Resources

First of all, our Geography Curriculum has a large focus on using technology to support learning. Therefore, we invest heavily in teaching the children how to use digital mapping software, such as Google Maps, to support them to understand the world around them. Furthermore, we use Digimaps for Schools which is a powerful tool enabling children to generate important geographical information about maps. In addition to this, we use physical resources too. These often come in the form of globes, atlases and compasses. These will be used frequently in learning to build understanding of geography topics and how geographical learning connects to prior learning.

All physical resources for Geography are stored in the Resources Cupboard in the school hall. There is a resource catalogue which shows which resources we have in school and the quantity to support teachers when planning and delivering the curriculum. This catalogue can be found on the Staff Data Drive (S:) / Curriculum design 2022-2024 / Geography / Resources / Catalogues / Geography Resource Catalogue.

Enabling learning environment and in class display and resources

Every classroom has a globe to support curriculum coverage, continuous provision and children's general curiosity about the world around them.

Atlases are stored in the library and accessed by teachers as a resource to support learning in the classroom. We use a range of atlases dependent on children's age, ability and the learning focus.

In addition, if a particular country, part of the world, concept or phenomena is being studied, maps and images will be displayed in the classroom for the duration of that unit to support learning.

Impact

The new Ofsted framework Sep 2019 emphasises Intent, Implementation and Impact. At Annie Lennard, we see Impact as an evidential legacy of a clear intent; implemented appropriately and with rigour.

Geography books

Pupils have individual Geography books that capture evidence of knowledge and skills. Each Geography unit has a knowledge organiser to start the topic which defines the skills and knowledge that children will acquire through their learning journey.

These books move through school with the children.

Additionally, children may have outcomes in photo or video form, saved on Sonar, when work has been completed in pairs or groups or takes the form of a more practical rather than written outcome.

This will be sign posted in individual Geography books by the following:

See Sonar.

Pupils may also have work on display within the classroom environment.

Outcomes

Pupils have individual Geography books. Each lesson starts with children writing the date and then write the WALT (We Are Learning To) which defines the knowledge and/or skills the children are

learning/developing in that lesson. The outcome/s then showcase the learning journey, knowledge and skills that children have acquired.

Across each second half term, typically there will be x1 Geography outcome per week to coincide with the x1 weekly Geography timetabled slot each class has.

However, this may vary depending on the complexity and number of enquiry questions a year group has on their long-term plan to deliver in a half term, and whether classes have timetabled 'Geography days' in order to dedicate more time to the study of certain concepts.

Assessment

Assessment is an ongoing process in Geography. Children receive verbal and written feedback (in line with our marking and presentation policy) in every lesson to allow them to make good progress.

Learning intentions link to the National Curriculum objectives and are shared with the children at the start of each lesson.

End of unit quizzes are used to ascertain the knowledge elements of the strand children have secured over the course of the unit. A rubric is used to determine children's security with the geographical skills developed during the unit. Data from these assessments is then input into Sonar – the whole school assessment system which is used to evidence statements from the National Curriculum programmes of study. This collation of evidence is an on-going and LIVE process with set deadlines for assessment to be finalised by in order to inform whole school data analysis. See assessment policy.

Analysis of assessment data is conducted by the geography curriculum lead on a termly basis. The analysis is shared with teachers and SLT and is used to inform the curriculum lead's action plan and subsequent subject development and monitoring.

Stakeholder Impact

Pupil voice

As part of the routine monitoring, children get the opportunity to discuss their work, the progress they are making and what they have enjoyed about their learning journeys. The geography lead aims to establish a team of enthusiastic Geography Ambassadors in the future to assist in a range of roles including: the teaching and learning of classroom Geography lessons; assisting with Geography assemblies and wider Geography opportunities such as supporting with Geography focus days.

Working with parents including home learning

The whole school newsletter is used to communicate with parents any key information regarding Geography events such as focus days, trips and visits. Competitions may be included at various points for pupils to take part in at home with their adults.

Working with governors

The Outcomes Committee meet every term to look at certain key subjects across the curriculum and at the key school development plan actions. The Outcomes Committee support the Geography leader by attending learning walks and book scrutinies. Updates and new initiatives/practices are shared with governors to ensure a clear understanding of teaching and learning linked to the subject.

Working with partner schools

Opportunities may arise for pupils/staff/Geography lead to work with partner schools to extend their Geography knowledge, skills and cultural capital. The geography lead is keen to link with Geography leads across Sandwell to enhance CPD, for example through network meetings.

Enrichment

To build Cultural Capital to support lifelong success as learners and citizens, the curriculum at Annie Lennard must be experiential, hands on and imaginative. We value enrichment to support our values.

Trips and visits

Each year the trips and visits across school are mapped out. All of the trips are aimed to provide opportunities that our children may not ordinarily receive and to build Cultural Capital e.g. a trip to the farm to go strawberry picking; a trip to Warley Woods to take part in Forest School. There is no set quota of the number of Geography based trips or visits a year group is to experience in a year; along with all other wider curriculum subjects, trips and visits must support and enrich teaching and learning and are undertaken where there is significant value to learning experiences.

Fieldwork

Fieldwork is a key component of the National Curriculum. We seek to ensure children 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. We have therefore specifically mapped into our long-term plan opportunities for children to undertake experiences of fieldwork, whether this be using first-hand observations at Key Stage 1 to enhance their locational awareness or using fieldwork to observe, measure, record and present the human and physical features of the local area at Key Stage 2. Fieldwork is undertaken using a range of methods including sketch maps, plans, graphs and use of digital technologies.

Outdoor learning

Outdoor learning provides the domain and indeed the requirement for many of the National Curriculum objectives to be delivered. Whether it be through undertaking fieldwork, going on an external trip or simply using the locality and school grounds to anchor learning and provide the concrete to the abstract, we promote and seek opportunities where possible to provide outdoor learning experiences.

Focus days

Focus days are held when an opportunity presents itself either within school, nationally or globally to explore an issue/achievement/cause or concern. Focus days are determined by the geography lead and are planned in terms of what form they will take, year groups involved, outcomes, display, assessment and stakeholder involvement. A focus day will present an opportunity where other curriculum subjects can lend themselves to facilitating the purpose of the focus, for example World Ocean's Day may use writing skills to persuade people not to drop litter as it may end up polluting our seas. Focus days should inspire in pupils a curiosity and fascination about the world and its people.

Leadership of Geography

At Annie Lennard Geography is led by Hannah Higham-Jones who is the Deputy Headteacher.

Roles and responsibilities of subject leader

Fundamentally as Subject Lead of Geography, the expectation is that Geography as a subject is delivered efficiently, creatively and effectively and that as a school, we meet all expectations regarding National Curriculum.

The aim is to build a sustainable Geography curriculum, that builds and develops year on year and for pupil acquisition of knowledge and skills to improve over time; in conjunction with their long-term memory. The aim is for retrieval of knowledge and application of knowledge and skills to benefit pupils as they move onto the next stages of education and employment.

Action plan

Subject leads have a live action plan which ensures there is a strategic overview of the subject and that it is clear what elements of the subject are sustaining, developing or being implemented. Action plans capture routine tasks and plan for innovation and development.

The SDP (School Development Plan) has an overview of what the subject action plan is attempting to achieve along with expected costs to support strategic planning and priorities whole school.

Reporting to governors

The Geography lead communicates with governors in order to update them on achievements, initiatives, strengths and areas for development.

Leadership portfolio

The Geography portfolios serve as an aide memoire pointing to exactly where evidence or examples can be found to showcase the big picture of Geography within school. As such, the geography leadership portfolio contains a range of key teaching and learning documents as well showcasing a range of 'expected standard' outcomes taken from each year group, annotated with the National Curriculum objective they demonstrate. The portfolio serves a variety of audiences: Headteacher, Governors, SIA and / or OFSTED.

Policies and web site

The Geography subject lead ensures:

- That the Geography Policy is fully live and a 'go to' document regarding leading their subject and supporting teaching and learning in their subject.
- Web site content linked to the subject is accurate.

Induction

Subject leaders are responsible for inducting staff new to Annie Lennard and staff moving year groups. Induction should be proactive, planning to meet needs rather than addressing unmet needs. In other words, proactive induction should support positive monitoring rather than monitoring highlighting lack of induction. Attention needs to be given to staff delivering cover for example HLTAs.

CPD

Subject leaders deliver CPD via staff meetings, inset day content and by 'drop in' sessions as required by the teaching team. All CPD materials are located within the subject folder on One drive.