



# Geography Policy

## September 2023

# **BAINES ENDOWED PRIMARY SCHOOL**

## **Geography Policy Document**

### **The Importance of Geography**

Geography is a valued part of the National 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.

Geography encourages children to learn through experience particularly through fieldwork and practical activities.

### **Aims**

Good Geography teaching aims to :-

- \* Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- \* 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.
- \* Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- \* Acquire Geographical knowledge, understanding and skills.
- \* Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

(Taken from the New Primary Geography Curriculum -Reference: DFE-00186-2013)

### **Objectives of the new National Curriculum in Geography**

Children will be taught a range of knowledge and skills in both Key Stage 1 and Key Stage 2. Both key stages will focus on Locational knowledge, Place knowledge, Human and Physical Geography and Geographical Skills and Fieldwork. The progression of knowledge and skills in Geography is comprehensively covered in the Kapow Scheme of Work at Baines.

In Key Stage 1 these focus areas can be taught in the following teaching units using the Kapow Scheme of Work:

- \*What is it like here?
- \*How does the weather affect us?
- \*What is it like to live in Shanghai?
- \*Would you prefer to live in a hot or a cold place?
- \*Why is our natural world wonderful?

\*What is it like to live by the coast?

In lower Key Stage 2 these focus areas can be taught in the following teaching units using the Kapow Scheme of Work:

- \*Why do people live near volcanoes?
- \*Why are rainforests important to us?
- \*Who lives in Antarctica?
- \*Are all settlements the same?
- \*Where does our food come from?
- \*What are rivers and how are they formed?

In upper Key Stage 2 these focus areas can be taught in the following teaching units using the Kapow Scheme of Work:

- \*What is life like in the Alps?
- \*Why does population change?
- \*Why do oceans matter?
- \*Would you like to live in the desert?
- \*Where does our energy come from?
- \*Can I carry out an independent fieldwork enquiry?

Planning for the EYFS will be based on the Early Learning Goals about 'Understanding the World' and will be part of a topic based curriculum.

### **Teaching Approaches, Time Allocation, Classroom Organisation**

A variety of teaching approaches are presented to children throughout their Geography lessons. These include:

- a) Teacher guided sessions, where information is provided.
- b) Mixed ability group work where the children discuss problems in small groups.
- c) Class discussion lessons where members are encouraged to join in with their personal opinions.
- d) The use of differentiated tasks allowing children of different ability levels to work at the appropriate pace.
- e) The use of role-play in studying contentious issues.
- f) The use of audio visual aids in presenting material to the children.
- g) The use of fieldwork where possible so that children gain first hand experience of local and contrasting environments.
- h) The integrated use of ICT within Geography lessons.
- i) The use of outside speakers with relevant experience. (When possible).

Over the academic year each child will experience the equivalent of 35 minutes of Geography teaching each week at KS1 and 40 minutes at KS2. The subject is planned and taught through the Kapow Scheme of Work where staff are encouraged to personalise the comprehensive lesson plans and resources.

By developing a blend of in-school and distance learning, teachers can support students and help to individualise learning, increase learners' autonomy, motivation and agency and improve learning skills towards becoming self-directed learners. To do this in Geography, teachers will set and respond to tasks using online platforms such as Purple Mash and Class Dojo. These will be used as homework or work to be completed in school.

Teachers will share videos with parents/carers and children to introduce new units of work. These will highlight learning from previous year groups (where applicable) and the skills that children will have used before and are to build upon. Key vocabulary to be used in the forthcoming unit and skills to be developed will also be introduced.

### **List of Resources**

Current resources are listed on a separate sheet and are kept in the Geography cupboard in the corridor.

### **Assessment, Recording and Reporting.**

The subject approach to Assessment, Recording and Reporting follows the whole school policy guidelines. Teachers will assess work in Geography based around the National Curriculum objectives in the Kapow Scheme of Work. At the end of each unit the teacher will record each child's attainment for the relevant National Curriculum objectives as either working at the expected standard, working towards, working below or working at a greater depth standard.

By the end of each Key Stage, pupils are expected to know, apply and understand the skills and processes specified in the relevant programme of study.

Children in the EYFS will be assessed throughout the year using Development Matters and assessed against the Early Learning Goals for Understanding the World at the end of the year.

All pupils' work is regularly marked in books to show progress. Samples of work are collected by the Geography co-ordinator and collated in an electronic portfolio.

Reports to parents are completed during the academic year when attainment in Geography is colour coded as either meeting the expected standard, working towards, working below or working at greater depth.

### **Inclusion and the Geographical Curriculum**

In order to provide work that is appropriate to the learning experiences of the individual children it is necessary for the teacher to be aware of the statements/individual educational programmes that apply to children in the class that he/she is teaching.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum. These principles are related to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

These principles are considered when selecting units to be taught throughout the Foundation Curriculum and Key Stages 1 and 2 and in developing the chosen units for use in the classroom.

### **Staff Development**

Staff development in this area of the curriculum is available through the county course programme and through meetings with colleagues from other educational establishments.

The Geography co-ordinator keeps staff updated with curriculum developments in Geography by leading Staff Meetings throughout the year.

Teachers who have attended Geography courses report back to colleagues at the following staff meeting.

School INSET provides opportunities to compare developments in this area of the curriculum with other subject disciplines.

### **Fieldwork**

Fieldwork is a vital ingredient of the Geography curriculum. Where possible, children are provided with opportunities to study topics within the outside environment (see the whole school policy with regard to taking trips out of school and the funding policy as agreed by the school governors). The Kapow Scheme of Work incorporates an important element of fieldwork into every unit of work.

### **Equal Opportunities**

Children irrespective of ability, race or gender are given full access to the Geography curriculum. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

### **Evaluation-Review-Modification**

This policy document will be regularly reviewed to assess its value as a working document.

Policy reviewed – September 2023

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