

Geography Policy

‘Together we unlock potential and learn for life’



Moor
First School

This policy was approved by the Governing Body of Moor First School at their meeting on:

Signed Chair of Governors

Signed Co-Head Teacher

Signed Co-Head Teacher

Signed Curriculum Leader

Review Frequency

Next review

Every 3 years

May 2024

This policy reflects the philosophy and principles for the teaching of geography at Moor First School. It represents the consensus of opinion of the whole teaching staff and the implementation of this policy is therefore the responsibility of all teaching staff.

Purpose of Study

In the National Curriculum it states that:-

“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 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.”

Curriculum Aims

Geography at Moor First aims to give children the opportunity:

- To have a range of geographical experiences, particularly through practical and fieldwork activities, which encourage them to build interest and enjoyment, and a curiosity for learning so they know more, remember more and understand more.
- To make sense of their own surroundings, develop a sense of place within their locality and extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the wider world in which they live.
- To 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.
- To develop their geographical vocabulary and skills and apply them in an increasing range of situations
- To adopt an enquiring approach to the world around them, develop their ability to formulate and research appropriate questions, handle data and draw conclusions.
- To appreciate similarity and difference in the world around them, using knowledge of diverse places, people, resources and natural and human environments. Enabling children to develop empathy and respect for others that will remain with them for the rest of their lives.
- To develop an informed concern about the quality of the environment and its future, thereby enhancing their sense of responsibility for the care of the earth and its people.

Entitlement and Implementation

The Foundation Stage

In the Foundation Stage, geography is taught through 'Understanding of the World', as an integral part of topic work.

This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

Key Stage One and Two

In Key Stages One and Two, geography is taught through topics or discretely, in order to develop skills and knowledge. The subject content is outlined in the National Curriculum and is covered through a rolling programme for each of the classes; Year 1/2, Year 2/3 and Year 3/4.

The strands in Geography are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

In Key Stage One, pupils develop knowledge about the world, the United Kingdom and their locality. They understand basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observation, to enhance their awareness of location. Sequences of learning look at local areas first, such as the neighbouring farms, local park and the source of the River Trent, with children reflecting on their own life experiences, before moving further afield to produce from different climates, modes of transport and rivers moving into oceans.

In Key Stage Two, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe (Spain), North America and Australia. This will include the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Comparisons are still made to their own experiences and videos and individuals used to bring it to life, so children can relate more easily.

Teaching and Learning Approaches

The enquiry approach is central to geography teaching. Children are encouraged to ask and answer questions. When finding answers, children are guided by the teacher to collect, select, interpret, analyse and communicate/ present information. As the child progresses through the school he or she will work with more independence and undertake more complex enquires.

The enquiry approach takes children through a series of stages:

1. Recognition of the focus of enquiry
2. Asking or responding to questions
3. Collecting relevant data from primary/secondary sources
4. Analysing/interpreting data
5. Presenting the findings
6. Drawing conclusions/evaluating

Continuity and Progression

Continuity and progression are important aspects of geography. Progression is not achieved by giving pupils more difficult tasks, but by increasing the breadth and depth of their locality studies and regular engagement with the fundamental principles of the subject. These include close analysis of a range of stimuli, the usage of geographical vocabulary, hands on exploration, making more informed decisions about their work and increasing knowledge, independence and confidence.

Differentiation

Moor First recognises that differentiation is important and teachers will modify the task and the expectation where necessary, to ensure that all children are provided with appropriately challenging work.

Monitoring, Assessment and Recording

Geography is monitored and evaluated by the Subject Leader through lesson observations, scrutiny of planning, assessment records, samples of work and informal discussion with pupils and class teachers.

Pupil's progress is formally assessed against the National Curriculum expectations. Foundation Stage children are assessed against the Early Learning Goal for Understanding the World. Staff are responsible for keeping their own records and monitoring against subject coverage. At the end of each unit, the key knowledge, understanding and where appropriate

fieldwork skills will be assessed by the class teacher. The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level. This data then informs the production of a termly report by the subject lead.

This report is shared with the subject governor who will know key information about the subject curriculum and monitor progress within the school, liaising with the subject lead.

Cross Curricular Links

As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximised and school development plan targets are embedded.

In English, reading, writing, speaking and listening are important tools for communicating and understanding geography. Children use a variety of different genres in geographical writing which lend themselves to an extended writing focus. Discussion, role play and drama are aspects of the programmes of study for speaking and listening and are important ways for children to express attitudes and develop their understanding that people have different viewpoints and perspectives on their world. Geography can provide opportunities for children to practice English skills in a different context i.e. opportunities provided for children to develop cross-curricular writing skills on a regular basis. Termly topic boxes help enhance further understanding as books are read for research. The development of geographical vocabulary reinforces and is reinforced by English work.

The following aspects of Mathematics support the enquiry approach:

- Collecting data (e.g. amount of rainfall, proportion of cloud cover, temperature)
- Recording data (e.g. using tally sheets or charts to cumulate scores)
- Presenting data (e.g. producing tables, block and line graphs, pie charts)
- Interpreting data (e.g. converting to percentages, producing summary tables, comparing patterns, making links or drawing conclusions)

Mathematical language is used when talking about shapes and patterns on plans, maps, photographs and the environment around them. Mathematical skills are also developed in the context of map work, for example work on co-ordinates, map references, distances and scales.

The use of ICT is used to:

- Enhance their geographical skills
- Assist all aspects of geography enquiry e.g. data collection/ presentation etc.
- Provide a range of information sources to enhance geographical knowledge.
- Support the development of their understanding of geographical patterns and processes e.g. simulations
- Provide access to images of people, places and environments, to provide reality.
- Contribute to pupils' awareness of the impact of ICT on the changing world and how ICT can be used as a means of communication.

There are similarities between the enquiry approach and scientific investigation. The skill of identifying similarities and differences is also mirrored. Several topics in Geography and Science overlap and complement each other e.g. weather, vegetation etc.

PE encourages the development of children's spatial awareness, benefiting a range of skills such as directional awareness, distance, scale and perspective. It increases their knowledge of the school site. Orienteering activities and outdoor pursuits enhances geographical experience.

Art clearly helps in field work sketching, identifying, observing and drawing geographical features. Perspectives and scale are also reinforced. Paintings and pictures show features of place and can be used to identify change.

Music also helps children to have a better understanding of people and places.

Through PSHE, children are encouraged to see their social, moral and environmental responsibilities as citizens. Studying different Faiths in RE helps children to respect the beliefs and attitudes of others and creates opportunities to formulate their own.

Resources

Children have the opportunities to use the following resources: globes, maps, atlases, pictures, aerial photographs, compasses, measuring equipment, books, DVDs, Computer Software and the Internet. Specific unit resources are kept in classrooms, but general resources are housed in the Geography cupboard. The subject leader is responsible for purchasing and maintaining the resources, in liaison with the Head Teacher.

Health and Safety

Fieldwork

Opportunities to use the school grounds, local environment and further afield to conduct geographical fieldwork, is an important and encouraged element in the geography curriculum at Moor First, It is an effective means of developing and consolidating concepts introduced in the classroom and an integral component of enquiry.

All fieldwork opportunities and educational visits are prepared and undertaken in accordance with the schools visits/risk assessment procedures. This is done through Evolve, an on-line risk assessment which follows county guidelines. Supervision ratios are always adhered to and before the visits, children and parents are advised of any practicalities, such as, clothing or equipment, which may be needed.

Background Documentation

This policy was informed by reference to the Statutory Order for Geography and the NCC non-statutory guidance for Geography.

The Geography Curriculum Intent Document is available on the school website.

Equal Opportunities

All children will have equal access to this scheme of work, regardless of gender, religion or race. Work will be provided at a level appropriate to the child's age and ability. Children identified as having a special educational need will have resources and activities differentiated as appropriate.

Updated May 2021