

# **Larkrise Primary School**



## **Geography Policy**

**January 2023**

***Achieve Excellence*****Statement of Intent**

Through our Geography curriculum, the children are provided with opportunities to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children will investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Chelmsford so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special.

**Aims and Objectives**

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

The National Curriculum (2014) 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

**Intent**

We believe that an engaging and motivating Geography curriculum will enable our learners to:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques.
- The ability to reach clear conclusions and explain their findings.
- Excellent fieldwork skills as well as other geographical aptitudes and techniques.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment.

- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

### **Implementation**

Staff use a variety of learning and teaching styles in our Geography lessons, using some whole-class teaching methods combined with enquiry-based research activities. Children are encouraged to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in Geography lessons where this serves to enhance their learning such as digital mapping. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities.

We recognise the fact that there are children of widely different geographical and language abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group; - providing resources of different complexity according to the ability of the child;

### **The Role of the Subject Co-ordinator**

The Geography co-ordinator has the responsibility of:

- Ensuring all teaching staff have and are following the National Curriculum 2014 aims, objectives and programmes of study.
- To Support all staff on assessing Geography and monitor progress with link Governor.
- The Geography co-ordinator to offer advice on resources and teaching approaches and to monitor the subject throughout the school.

### **Geography Curriculum Planning**

Teachers use the National Curriculum, Connected Curriculum, EYFS Framework and the Weaving document as the basis for our curriculum planning. We have adapted the national requirements to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

Staff carry out curriculum planning in Geography in three phases (long-term, medium-term and short-term). Our long-term plan maps the Geography studied in each year. The geography coordinator works this out in conjunction with teaching colleagues in each key stage. Details of the range covered is included on the medium term planning, whilst individual lesson plans, activities and learning objectives are included on the short term planning

Teachers plan the topics in Geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the context for learning; we offer them an increasing challenge as they move

up the school. Children are also provided with opportunities to learn, understand and use complex geographical vocabulary within their lessons and work.

### **Geography in EYFS**

Geography is taught in the Foundation Phase as an integral part of the context work covered during the year. We relate the geographical aspects of the children's work to the skills and range of objectives set out in the Early Learning Goals. Geography makes a significant contribution to the development of child's knowledge and understanding of the world through activities such as walks around the local area, visits to contrasting localities e.g. farm and seaside, looking at where food comes from and listening to stories from around the world.

### **The Contribution of Geography to Teaching in Other Curriculum Areas**

#### **English**

The skills covered in Geography are:

- Developing oracy skills in Geography.
- Developing reading skills in Geography.
- Developing writing skills in Geography.

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in literacy are geographical in nature. Children write reports, letters and record information which will develop their writing ability.

#### **Numeracy**

The skills covered in Geography planning are:

- Developing numerical reasoning in Geography.
- Developing using number skills in Geography.
- Developing using measuring skills in Geography.
- Developing using data skills in Geography.

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use grid references. They also use graphs to explore, analyse and illustrate a variety of data.

#### **ICT**

We make provision for the children to use the computer in geography lessons where appropriate. We incorporate ICT in our Geography curriculum planning where possible. Children use ICT in Geography to enhance their skills in data handling and in presenting written work. They can research information through the Internet. We arrange for the children to communicate with other pupils in other schools and countries by using e-mail. We also offer children the opportunity to use the digital camera to record and use photographic images as well as use digital mapping to enhance their understanding of maps in the changing technological world.

### Thinking skills

In Geography, learners develop their thinking skills through investigation, planning enquiries and carrying out fieldwork. Children are encouraged to and given opportunities to:

- Ask and answer fundamental questions and gather, sort and evaluate information.
- Explore and make links between different places and environments
- Plan investigations by gathering and utilising a range of sources
- Evaluate and justify their personal responses
- Use a range of critical and creative problem solving techniques to develop ideas and explore and challenge interpretations
- Develop their thinking skills through enquiry and reflecting on key questions, ideas and interpretations.

### Equal opportunities

At Larkrise we teach Geography to all children irrespective of gender, age, ethnicity, language, religion or belief, disability or sexual orientation. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their One Plans. The children of Larkrise come from a diverse range of cultures and countries. We draw on their multi-cultural experiences to enrich our teaching of Geography

### Assessment, Impact Recording and Reporting

Teachers at Larkrise use the school's Assessment policy and the Weaving document to inform their practice. Teachers evaluate short term plans and use this to inform future learning in Geography. In line with the school's Assessment Policy, we aim to involve children in reflecting on their own progress within lessons. We assess the children's work in Geography by making formative judgements as we observe the children during lessons. These judgements are assessed against the skills found on the Weaving document. Once the children complete a piece of work, we mark, and comment in relation to the Learning objective, the success criteria and a child's personal targets. There is an agreed policy for marking and feedback (see policy) that enables us to promote consistency.

We use formative assessment processes, including supported field notes, to plan future work with the pupil, to provide the basis for assessing the progress of the child and to pass information on to the next teacher at the end of the year.

The Geography co-ordinator will ensure they are aware of different examples of work across the primary phase, to ensure consistency, progression and appropriate level of challenge.

### Resources

Geography resources are kept in the resources room and the School Library. Resources are provided to ensure teachers are able to implement the requirements of the Geography Curriculum. The school has a set of up-to-date atlases for Key Stage One and Key Stage Two which are kept in the

central library area. A large number of Geography lessons will draw on information and tools available online.

### **Monitoring and Evaluation**

The Geography Co-ordinator is responsible for monitoring the standard of the children's work and the quality and impact of teaching in Geography. The Geography Co-ordinator is also responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject, for resources and for providing a strategic lead and direction for the subject in the school.

The Geography Co-ordinator gives the Head teacher an annual self-evaluation report in which s/he evaluates the strengths in the subject and indicates areas for further improvement. We allocate leadership and management time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject. An annual action plan is always in place to drive further improvements. A named member of the school's governing body is briefed to oversee the teaching of Geography.

### **Links with the local and wider community**

Emphasis is placed on providing real and stimulating experiences for the children in order to enhance their learning in Geography. Field trips to places of interest and significance in the local area are undertaken by most year groups.

### **Governors**

The link Governor in Geography will monitor the role of the subject leader annually. Updated subject leader annual report in Geography will be accessible to all governors in order to ensure the governors are updated in general in the development of Geography in our school.

### **Review date:**

This policy will be reviewed and amended as required on a three yearly basis.