

# St Mary's Bryanston Square CE Primary School



## Geography Policy

January 2022

**Excellence with Compassion**

***EXCELLENCE WITH COMPASSION'***

*'Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. And love your neighbour as yourself.'* (Mark 12:30-31)

## Introduction

This policy outlines the teaching, organisation and management of geography taught and learnt at St Mary's Bryanston Square Primary School.

The main purposes of this policy are:

- To establish an entitlement for all pupils.
- To establish expectations for teachers of this subject.
- To promote continuity and coherence across the school

## Aims and objectives

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps. At St Mary's Bryanston Square our underpinning belief is that geographical education enriches the lives of all young people and it is a lifelong 'conversation' about Earth as the home of humankind. The **aim** of geography teaching here at St Mary's Bryanston Square Primary School is that children are able to apply knowledge and conceptual understanding to new settings: that is, to 'think geographically' about the changing world. Geography teaching in our school is concerned with perceptive and deep description of the real world. It seeks explanations about how the world works and helps our students think about alternative futures. We would like the children in our school to be active participants and investigators in geographical enquiry, not just the passive recipients of knowledge.

Geography is an essential part of the 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 through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

The **objectives** of teaching geography in our school are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.

- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To provide learning opportunities that encourage enquiry, investigation, problem solving and decision making skills.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

### **Teaching and learning style**

We recognise that in all classes children have a wide range of ability in geography, and we seek to 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 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 for each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants to support children individually or in group

Emphasis is placed on the development of skills and a geographical perspective alongside factual knowledge. A variety of teaching approaches are used:

- Teacher presentations, role play, drama, storytelling.
- Whole-class teaching methods, enquiry based group work, individual, pair, class and group work
- Pupils are taught through discussion, practical activity, games, investigations, problem solving, research, role-play and recording.
- Fieldwork and visits to museums and sites of historic interest.

- A variety of data is used to support their learning, such as maps, statistics, graphs, pictures, and aerial photographs, and IT.

### **Promoting key skills through geography**

Through our teaching of geography, we provide opportunities for pupils to develop the key skills in:

- Location and place knowledge
- Human and Physical Geography
- Geographical skills and fieldwork

### **Key stages**

In the **Foundation Stage** geography is taught as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

During **Key Stage 1**, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

During **Key Stage 2**, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc.

### **Geography Units taught in EYFS, KS1 and KS2**

|               |              |                    |                      |
|---------------|--------------|--------------------|----------------------|
| <b>EYFS</b>   | All about us | People Who Help Us | Magic and Fantasy    |
| <b>Year A</b> | Food         | Buildings          | Growing and Changing |

|                                 |                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                                   |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EYFS<br/>Year<br/>B</b>      | All About Me<br>Celebrations                                                                                                                            | Transport<br>Superheroes and<br>Explorers                                                                                                                                                                     | Traditional Tales<br>Living Things                                                                                                                                                                |
| <b>Year<br/>1</b>               | Our Locality- School<br>(Year 1 core skills)                                                                                                            | Our Locality- London<br>(Year 1 core skills)                                                                                                                                                                  | A small area in the UK-<br>Windsor                                                                                                                                                                |
| <b>Year<br/>2</b>               | Around the World<br>(Barnaby Bear)                                                                                                                      | Uganda (A small area in a<br>non-European country-<br>Year 2 core skills)                                                                                                                                     | Seaside- West<br>Wittering (A small area<br>in the UK- Year 2 core<br>skills)                                                                                                                     |
| <b>Year<br/>3<br/>and<br/>4</b> | Naples and the Campania<br>Region (Region in a<br>European Country-Core<br>skills)                                                                      | East of England (Region<br>of the UK-Core skills)                                                                                                                                                             | Valencia (Region in a<br>European Country-<br>Core skills)                                                                                                                                        |
| <b>Year<br/>5</b>               | Marvellous Maps - Year 5<br>core skills- explore the<br>range of maps available<br>and to develop their<br>understanding of the key<br>features of maps | Natural Resources (Year 5<br>core skills- natural<br>resources, effects on the<br>landscape)                                                                                                                  | Mountains- Year 5 core<br>skills-the physical<br>geography of<br>mountains and<br>mountain ranges, their<br>formation, some<br>famous expeditions<br>and also mountain<br>biodiversity)           |
| <b>Year<br/>6</b>               | Trade and Economics<br>(Environmental impact<br>and sustainability, climate<br>change and the over-use<br>of natural resources,<br>global connections)  | Rivers (River Thames) -<br>importance of rivers in<br>settlements, travel and<br>farming. Investigate<br>bridges, irrigation, and<br>the industrial use of<br>rivers, the effect rivers<br>have on landscape. | South America (links to<br>Mayans) - investigate<br>the impact of human<br>activity on the natural<br>resources and<br>communities of the<br>region, compare<br>people and places,<br>rainforest. |

### Geography curriculum planning

We use the National Curriculum and the LCP scheme of work as the basis for our planning in geography, but we have adapted this to our local context, building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in geography in three phases (long term, medium term and short term). The long-term plan maps the geography topics studied in each term during each key stage; this is devised in conjunction with the history subject leader to ensure that the humanities complement each other throughout the year. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

The class teacher writes the lesson plans for each geography lesson (short-term plans). These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although he or she and the subject leader often discuss them on an informal basis.

### **Fieldwork**

It is always advisable to base learning on first-hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will necessitate the exploration of the world beyond the classroom. All teachers are encouraged to organise visits that will enable pupils to extend their knowledge of the world around them

### **Cross-curricular opportunities**

Staff are encouraged to develop cross-curricular links with geography and other subjects to provide a relevant and meaningful curriculum for pupils.

Many of the skills necessary to the geographer are based on **Maths** and elements can therefore be introduced or reinforced through the Maths curriculum. Communication skills complement work in **English** as pupils will be encouraged to debate ideas and present information in a variety of ways. Many of the ideas and concepts taught overlap with **Science** and will further pupils' research, observation, recording and processing skills. **Computing** can be utilised for the storing and retrieval of information in databases. Access to the Internet will further broaden pupils' ability to retrieve information. Geography also fosters the development of tolerance and empathy towards other peoples' beliefs and attitudes and encourages an interest in human affairs. This obviously links in with **R.E.** Geography also plays a key role in children's **spiritual, moral, social and cultural development**. We are committed to help pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future. We are helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment. We are also helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team. By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

## **Responding to pupils' diverse learning needs**

At our school we teach geography to all children, whatever their ability and individual need. This is in accordance with the school's curriculum policy of providing a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, new arrivals and those learning English as an additional language, and we take all reasonable steps to achieve this.

Intervention through SEN support will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to geography.

Teachers' planning will set high expectations and provide opportunities for all pupils to achieve, so that everyone can take part in lessons fully and effectively. Teachers will take specific action to respond to pupils' diverse needs by:

- creating effective learning environments;
- securing their motivation and concentration;
- providing equality of opportunity through teaching approaches – ensuring that children of all intelligences are given the opportunity to succeed and make progress;
- using appropriate assessment approaches;
- setting targets for learning that build on pupils' knowledge, experience, interests and strengths and are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn

## **Health and safety**

We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, teachers should be aware of health and safety issues. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils. Before undertaking a field trip, teachers are encouraged to visit the proposed area of study and fill in a risk assessment form.

## **Child protection**

We seek to safeguard children and young people by:

- valuing them, listening to them and respecting them;
- adopting child protection guidelines through procedures and a code of conduct for staff and volunteers;
- recruiting staff and volunteers safely, ensuring all necessary checks are made;
- sharing information about child protection and good practice with children, parents, staff and volunteers;

- sharing information about concerns, with agencies who need to know, and involving parents and children appropriately;
- Providing effective management for staff and volunteers through supervision, support and training.

See separate Child Protection Policy for further information

### **Assessment for learning and assessment of learning**

At St Mary's Bryanston Square assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Children demonstrate their ability in geography in a variety of different ways. Teachers will assess children's work by making informal judgments during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are also encouraged to assess their own learning and make judgments about how they can move their learning forward.

At the end of a whole unit of work, the teacher makes a summary judgement about the work produced. In order to assist these judgements, teaching staff are provided with a skill assessment sheet which, when completed, indicates the children who have met, have not met or have exceeded age-related expectations for that historical focus. We use this teacher assessment as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

### **Resources**

We have a wide range of text books, such as atlases and interactive boards to access the internet as a class and there is a wide range of geographic material in the school library. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

### **Monitoring and review**

Role of the subject leader

It is the responsibility of the geography subject leader:

- to develop, implement and review an action plan for geography;
- to monitor geography throughout the school;
- to encourage staff to provide effective learning opportunities for all pupils;
- to develop valid activities, appropriate for children at different stages of development, which enable pupils to progress in the subject.
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Monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the geography subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

This policy will be reviewed at least every two years.

Signed: Geography Leader - Jadwiga Stepinska

Date: 10/ 03/2023

Review date: 10/03/2024