



Redesdale Primary School

Geography Policy

Policy reviewed	December 2021
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REDESDALE PRIMARY SCHOOL

GEOGRAPHY POLICY

INTENT

Introduction

Redesdale Primary School is a happy, vibrant school where a love of learning is encouraged and celebrated. We are passionate about providing our children with enriching real-life experiences in all aspects of school life. We nurture and inspire children to develop lifelong communication skills in a safe and comforting environment. We believe that children will flourish if given the skills to encourage emotional intelligence that can be utilised in all areas of life. Our Geography Curriculum has been carefully developed with this in mind.

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography is concerned with children learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment. Geography encourages children to learn through experience, particularly through practical and fieldwork activities. At Redesdale Primary School we believe it is important to build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more.

The strands in Geography are:

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

High expectations of learning allow children to learn at a deeper level which gives children the best opportunities to explore the relationships between people and place. We acknowledge and impart the words and beliefs of the National Curriculum when it states that:

'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.'

Our teaching equips children with knowledge about diverse places, people, natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As children progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Aims and Objectives

The Geography Curriculum at Redesdale Primary School, aims to ensure that all children:

- 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

Teaching and Learning

Teachers and children work collaboratively to design an engaging and enriching curriculum which stimulates curiosity and imagination, and which is relevant to our children at Redesdale Primary School. We use a variety of teaching and learning styles in our Geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. Wherever possible, we involve the children in 'real' geographical activities. We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children.

We use the National Curriculum scheme of work for Geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school. Our curriculum planning is in three phases (long-term, medium-term, and short-term). As a school we use a variety of planning resources, including the Geographical Association which contains a wealth of resources.

We plan the units of study in Geography so that they build upon prior learning. Our Long-Term plan is based around the notion of a progressive curriculum and this gives children the opportunities to revisit and embed the knowledge and skills taught in previous years. Through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Through our new 'woodland area' provision, children at Redesdale Primary School are able to experience their local environment on a regular basis, on top of their already Geography-rich curriculum. In their 'woodland area' sessions, children are also given the opportunity to explore deep and meaningful topics such as climate change and other environmental concerns.

Geography Curriculum Planning

Children follow the 2014 National Curriculum for Geography which sees them undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the year groups. The Geography curriculum is part of the school long-term plan where units of study are covered termly and many units are covered across a number of subjects.

Early Years

Within the Early Years Foundation Stage, Geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing geographical understanding. 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 1

During Key Stage 1, children 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, including the 7 continents and 5 oceans of Earth. 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.

Key Stage 2

During Key Stage 2, children 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. Children 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 Geographical Information Systems (GIS). 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. Children will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. 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, including History, Science and Computing.

The contribution of Geography to teaching in other curriculum areas

English

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 English are geographical in nature. This is because we believe that these activities develop the children's speaking and listening skills; reading skills and writing abilities. We also ask each year group to plan a non-chronological report unit based on a country.

Mathematics

The teaching of Geography in our school contributes to children's mathematical understanding 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 four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

Personal, Social and Health Education (PSHE) and Citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. The processes of Human Geography are intrinsically linked to the migration of people and consequently the reasons for migration. Children study the way people recycle material, and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We allow them to organise campaigns on matters of concern to them, such as helping the poor or homeless. Thus, Geography in our school promotes the concept of positive citizenship.

Spiritual, Moral, Social and Cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of Geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world, and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about possible inequalities and injustices in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

Physical Education

Children across the school have exposure to geographical knowledge when taking part in Outdoor Adventurous Activities (OAA), particularly when orienteering. Children in Key Stage Two also have the opportunity to plan, assess and review their cycling routes taken in the local area on OS and GIS maps.

Cross-curricular teaching of Geography.

Geography may be taught in a cross-curricular approach across a range of subjects in order to enhance the knowledge and understanding of the world nature of the subject. The teaching of geographical skills or knowledge may not always be through a 'geography' lesson.

Geography and Computing

Computing enhances the teaching of Geography in our school significantly, because there are some tasks for which computing is particularly useful. It also offers ways of impacting on learning which are not possible with conventional methods. Software is used to animate and model geographical concepts, and to allow children to investigate processes which it would be impracticable to do directly in the classroom. Children use computing to record, present and interpret data, to review, modify and evaluate their work, and to improve its presentation. Children learn how to find, select, and analyse information on the Internet and on other media.

Geography and Inclusion

At Redesdale Primary School we teach Geography to all children, regardless of ability and individual need. Through our Geography teaching, we provide learning opportunities that enable all children to make good progress. We strive hard to meet the needs of those children with special educational needs, those with disabilities, those who are more able and, those learning English as an additional language, and we take all reasonable steps to achieve this.

We enable all children to have access to the full range of activities involved in learning Geography. Where children are to participate in activities outside the classroom, e.g. fieldwork or in the woodland area, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Fieldwork

Fieldwork is integral to good Geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry. All of the children will carry out investigations into the local environment, and we give them opportunities to observe and record information around the school site.

It is encouraged that teachers plan opportunities to use the school grounds, new 'woodland area', local environment and go further afield to conduct geographical fieldwork. When sessions lead to leaving the school grounds staff must adhere to the school Risk Assessment procedures.

Resources

Resources for teaching the key concepts and skills of Geography are stored in school. There is a selection of information books, pictures and photos, atlases, globes, visual media (including aerial photographs), maps, compasses, graphs, measuring equipment and the internet.

IMPACT

Assessment

Children demonstrate their ability in Geography in a variety of different ways. Younger children might create replica maps with playdough, whilst older pupils may produce a PowerPoint / Keynote presentation based on their investigation of local Geography, for example. Teachers will assess children's work by making informal judgements 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. Older children are encouraged to make judgements about how they can improve their own work.

The Geography Subject Leader monitors samples of children's work, including videos of children working; photographs and written work as well as those completed using computing, to demonstrate the geographical skills and experiences in our school.

Staff store additional Geography evidence on Seesaw and the Geography Subject Leader has responsibility for assessing this evidence and supporting staff when necessary. The evidence gathered on Seesaw should indicate the learning objective for the lesson and have relevant notes made by the Teacher with their assessed judgements or next steps to help the child(ren) make further progress.

Monitoring and Review

The coordination and planning of the Geography curriculum are the responsibility of the Geography Subject Leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in Geography and by providing a strategic lead and direction for this subject;
- gives the Headteacher an annual summary report in which the strengths and weaknesses in Geography are evaluated and indicates areas for further improvement;
- has allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching and to speak to children about Geography lessons and their involvement in them.
- is responsible for the standard of children's work and for the quality of teaching in Geography.
- regularly updates existing resources and orders new stock when appropriate.

This policy will be reviewed every three years by the Subject Leader, in conjunction with the Headteacher and Governing Body – any changes made to this policy will be communicated to all members of staff.