

Bitterne C of E Primary School



Policy for Geography

Headteacher
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At Bitterne CE Primary School, we will inspire every child to develop curiosity and fascination about the world around us and its people, which will remain with them for the rest of their lives. We will stimulate their minds to reflect on their role as a Global Citizen, through learning about how humanity interacts with the Earth, its human and physical processes, and the growing responsibilities mankind has as stewards of the Earth. Through high quality lessons, we will encourage children to ask questions about the world in an enquiry-based approach, leading to a high-level of achievement in Geography and preparing them well to contribute to the wider society in which they live.

Last review- January 2022

Next review – January 2025

Signed by Chairs of Governors

Amanda Humby on behalf of Bitterne CE Primary School

The Nature of Geography at Primary School.

“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 of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”

NC 2014 Geography Purpose of Study

The Nature of Geography at Bitterne CE Primary

At Bitterne CE Primary School, we facilitate the children’s enquiry of Geography through the school’s Christian values of Love, Trust and Forgiveness. We believe that Geography has the potential to teach the children how to be citizens of the world. Through love, the children will develop an awe and wonder of the Earth and a fascination about the interaction between human and physical processes. In trust, the children will learn about how we all have a responsibility as stewards of the Earth and the environment, and how we can act sustainably in response to those human and physical processes. Through forgiveness, the children learn about how communities live alongside one-another and their impact on the environment, and how their own choices can learn from the mistakes of the past to contribute to a better future to the society in which they live.

Throughout their time at Bitterne CE Primary, all children will have the opportunity to foster their love and enjoyment of Geography. Trips, visits and special visitors have been carefully selected to develop experiences that the children will remember for the rest of their lives, which in turn will underpin their love of Geography. For example, children in Year 1 explore the locality of Bitterne, which progresses into investigating the change of local land use in Southampton in Year 6. Furthermore, residential trips in Year 4 and Year 6 instil appreciation in diverse environmental settings and give children unique learning experiences away from the classroom.

The National Curriculum

“The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- 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:
 - o collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - o 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 and writing at length. “

NC 2014 Aims

Geography in the Early Years

In the Reception class, Geography is taught as an integral part of topic work covered during the year. In the Foundation Stage Geography is about the children having the opportunities to find out and learn about the world they live in. The Geography side of the children's work is related to the Knowledge and Understanding of the World objectives set out in the Early Years Foundation Stage Curriculum.

Geography in Key Stage 1

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.

- Year 1: Our Local Area (Bitterne); Continents Around the World; Physical and Human Changes to the Isle of Cole (Struay) and the Isle of Wight
- Year 2: Geography Map Skills; UK and Global: Oceans and Continents Fieldwork: comparing Bitterne to Nambalemba

Geography in Key Stage 2

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.

- Year 3: Our Local Area (Southampton); Volcanoes and Earthquakes
- Year 4: North America; Investigating Coasts
- Year 5: Rivers; Ancient Greece; Modern Day Greece and Europe
- Year 6: Map Skills and 6 Point Grid Reference (link to PE); Land Change In Southampton (Compare WW2 Southampton with today); Trade Economics

Links Across the Curriculum

Geography should make clear links to other areas of the curriculum and teachers should reinforce their high expectations of reading, writing and maths in geography lessons. Links should also be made, where appropriate, to other areas of the curriculum.

Links to Personal Development

Spiritual development: Through helping children to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place within it. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

Moral development: Through helping children to reflect on how the environment is affected by decisions made by people, so that they can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social development: Through helping children 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.

Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Links to English

Children should be introduced to key geographical vocabulary in a progressive way across the school. The vocabulary should be modelled precisely by all staff and children should be expected to accurately use the vocabulary when speaking and in their written work. When children are using reading skills for research, explicit links should be made to these skills.

Teachers must ensure that children are given opportunities to apply their geographical knowledge and understanding to sustained pieces of writing. This could include letters, leaflets, instructions or explanations. The writing should be of the same standard as the writing in English books. Please refer to the English Policy for further information.

Links to maths

Children may encounter databases, data, graphs, maps, coordinates and scales in their study of geography. Please refer to the policy for maths for further information.

Inclusion in Geography

Inclusion of SEND in Geography

All children should make good progress in each unit of geography. This should be achieved by clear and appropriate support and challenge; the accurate use of on-going assessment; high-quality marking and feedback; and quality first teaching. Teachers should ensure that they appropriately support and challenge all pupils in lessons to ensure equal progress of all groups. Children with SEND will have lessons adapted according to the provision outlined on their Passport to Success to ensure they are able to access all lessons appropriately and make good or better progress.

For children in the Shooting Stars group, the curriculum overview provides opportunities for children to develop their knowledge of Geography at a level appropriate to their development. Teachers liaise with the Shooting Stars Lead to ensure learning can be reinforced back in the classroom.

Research has proven that children are stimulated by the outdoors, and typically in this environment, memories are created that build on the children's self-esteem and enthusiasm for learning. For children in the Woodlands group, the curriculum has been specially designed to teach the children about Geography in a different environment. Targeting statements at a Lower Key Stage 2 level, children will receive lessons that are carefully designed to build understanding in Geography and develop their emotional wellbeing.

Inclusion of Greater Depth in Geography

At Bitterne CE Primary School, we seek to challenge children who are more able and offer them inspirational opportunities to further their love and enthusiasm in Geography. All teachers will adapt lessons to cater for children who are more able or working at a 'Greater Depth' level. This will focus around giving children independence in their geographical enquiries and research and built their skills as geographers. Furthermore, the curriculum will be adapted to allow children to further their own interests and take on causes which are important to them related to the world in which they live.

Planning for geography

The planning for geography should follow the National Curriculum programmes of study for each key stage. The content to be covered is split into four areas:

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

The planning of geography should follow the agreed format across the school, showing the 'Learning Journey' over a unit with clear expected outcomes. The learning will be progressive and ensure the children are taught the skills, knowledge and understanding needed over the unit so that by the end of it good progress is evident. All planning should dedicate appropriate time to children working in geography for a sustained period of time for both teacher structured work and independent work. Over a unit of work there should be a good variety of learning activities to interest and engage students. These could include: fieldwork activities; creating and using maps and charts; sequencing and sorting; drama and role play; discussion and debate; using sources of various types including written sources, film clips, pictures, photographs, maps and data; taking part in relevant visits, undertaking suitably challenging site-based work.

Opportunities should be planned for children to record their findings in a variety of forms. A written outcome is not expected from every geography lesson as it is not always the most appropriate form of recording and can be a barrier to some children. If this is the case, teachers must plan how the learning will be recorded, and this could include drawings, sketch-maps, photographs, videos or voice recording of children.

Fieldwork

Fieldwork must be planned carefully by each year group team, in consultation with the geography leader and Head Teacher. This could be carried out off-site, but it should also be remembered that fieldwork within the school grounds is also valuable, enabling children to try out skills in a secure place, to be carried out off site at a later date. Fieldwork must conform to the school's policy for off-site activities and Health and Safety guidelines. Risk assessments must also be completed and approved by the Head Teacher prior to the activity taking place.

Pre and post assessment

Children should complete a pre-assessment at the beginning of every unit of geography taught. This should consist of questions or tasks relating to the intended outcomes of the unit. The outcomes of the pre-assessment should be recorded and used by the teacher to inform planning and differentiation. At the end of the unit of work, the same set of questions and tasks should be completed by children as a post assessment, and the outcomes again recorded to allow the geography leader to compare and evaluate progress. The outcomes of post assessments should be used by teachers when writing reports to parents at the end of the year. The use of pre and post assessments are also very important in allowing children to assess their own progress and see their learning following a unit of study.

Marking and feedback

Geography work should always be marked in accordance with the Feedback Policy. There should be evidence of verbal feedback, self/peer marking or a tick, tip and time given for talkback activities to respond to the marking. The tip should be the next step to improve the geography work and should be linked to the learning intention and success criteria. Please refer to the Feedback Policy for further information.

Leadership of Geography

[Please see the Curriculum Leadership Overview for full details of the Subject Leader's role and how this relates to the wider Leadership structure].

The Geography subject leader should:

- Clearly communicate an ambitious vision for Geography, providing inclusive education to all pupils
- Complete a current subject Raising Attainment Plan (RAP) securely based on accurate evaluation of the school's strengths and areas to develop.
- Ensure full curriculum coverage in every year group. Within this, the subject lead should ensure skills progress from year group to year group and topic to topic.
- Be relentless in ensuring that the geography in the school follows this policy, which will result in greater consistency in the teaching and learning for geography.
- Monitor the Behaviour and Attitudes of children within Geography and review where provision could be adapted to encourage enjoyment and engagement within the subject.
- Undertake regular monitoring activities for geography (undertake learning walks, pupil conference, data analysis, work sample, planning scrutiny etc).
- Proactively seek opportunities to develop the Geography curriculum within the local community of the school, including involving parents, carers and local services where relevant.

Monitoring Geography

Monitoring Geography will be termly monitored by the subject lead to make sure that Geography is being taught effectively across the school, and know where support may be needed. The Geography leader will monitor Geography in a variety of ways including:

- Pupil conferencing where they talk to children from different year groups
- Quality assuring where they may see what skills the children have learnt from their units by working with children on small tasks
- Book looks to look at the work within topic books
- Planning reviews
- Observation of lessons
- Staff questionnaires
- Teacher interviews
- Photo capture of work displayed around the school
- Evaluating the Geography RAP
- Checking learning against the progression of skills and curriculum overview.

Geography will also be monitored by the Geography Governor with whom the Geography lead will communicate and feedback to about how art learning is progressing over the year.

Evaluation of Geography

Whilst monitoring Geography, the subject lead will think about key questions to help evaluate the teaching and leadership of Geography. These include:

- What evidence is there that the subject leader is secure in their understanding of standards and the progression of skills and knowledge in their subject?
- What evidence is there that the subject leader is clear in their strategic overview of the subject and vision?
- What evidence is there that the teaching and learning is progressive and builds on prior learning, whilst being adapted appropriately, through effective differentiation and scaffolding, for all pupils, with a focus on the disadvantaged and SEND?
- What evidence is there that pupils are engaged in the curriculum, enjoy learning and standards of behaviour at least good for all?
- What evidence is there that the leadership, in terms of the leader's implementation and evaluation of standards, is effective and increasingly good or better?
- To what extent is the subject appropriately resourced to enable children to learn in the best possible ways?
- What evidence is there that the subject leader is supporting the teaching of fieldwork across the school?

Geography will also be monitored by the Geography Link Governor with whom the subject lead will communicate and feedback to about how Geography learning is progressing over the year.

This policy will be reviewed every 2 years or sooner as appropriate.