

Appleton Primary School Policy for Geography

Introduction

This policy outlines the learning, teaching, organisation and management of geography at Appleton Primary School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the geography co-ordinator.

What is Geography?

Geography is the study of real places at different scales and of how the people living there are influenced by and affect the environment of those places. Geography explores the relationship between earth and its people. Geography studies the location of the physical and human features of the earth and the processes, systems and interrelations that create and influence them. The character of places, the subject's central focus derives from the interaction of people and environment.

An understanding of geography is essential to our understanding of the world and the skills and knowledge of Geography have a wide application in everyday life.

Geographical fieldwork and investigations provide important opportunities for working in teams and developing individual responsibility.

The Geography curriculum at Appleton is structured into four key areas of learning:

- **Geographical skills and field work**
- **Human and Physical Geography**
- **Locational Knowledge**
- **Place Knowledge**

In addition, to these areas, the school provides children opportunities to consider the importance of sustainability and builds in these opportunities under a fifth area of:

- **Responsibility**

To address these five areas, the Geography curriculum at Appleton Primary is taught through a series of key concepts. These subject specific concepts are explored through each Geography unit and provide lenses through which to consider different aspects of Geography. These concepts are revisited through different year groups as children move through the school to deepen their understanding and build their understanding progressively. Units are planned so that hierarchical knowledge is learnt at the appropriate points and further learning is cumulative each year.

Second order concepts are also developed across the curriculum to give children the knowledge and skills needed to communicate their understanding and relate their knowledge to real world examples.

Learning wherever possible is linked to the local area, however, the school understands the importance of providing a wider aspect of Geography too, to improve the children's understanding of the world around them. In addition, every opportunity is given to promote the acquisition of language, vocabulary and to develop their speech and language skills.

In addition to the development of geographical knowledge, fieldwork is an integral element of the geography curriculum. Wherever possible, children are given real world opportunities to observe physical and human features, collect data and take measurements which can be used to make comparisons and draw conclusions.

Implementation

Learning and Teaching in geography will be in line with the school's *Teaching and Learning Policy*, where provision is made for all learning styles. The geography curriculum at Appleton Primary is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum. To deliver the key concepts, second order Geography concepts are taught and applied through each unit and build progressively as pupils move through the school. Pupils will also explore Geography through these second order concepts in all year groups promoting consistency across the school. A Geography progression document identifies the key knowledge and objectives required for each year group to teach all of the key concepts to the children. These objectives are ordered throughout the year carefully so that learning is embedded and deep.

Sequences of lessons are provided by the subject lead for Geography and are structured round a teaching sequence. At all times opportunities to develop vocabulary, written and oral expression and speech and language are promoted. Expected outcomes are provided for all staff.

The Geography curriculum makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the geographical history of Hull. The coast, fishing ports, River Hull and local museums all form an important part in enriching the children's understanding and broadening their knowledge.

By the end of EYFS children will:

Begin to understand how they are part of their own locality which is part of a bigger world. They will learn about different people and communities and use speaking, listening and understanding to develop and explore these in greater detail linked to broad overarching topics.

By the end of Key Stage 1 children will:

Use and make a range of geographical resources such as photos and maps to locate features in their locality and the world. They will understand the principle of directions and look at land use, climate and physical features of Great Britain and other locations in the world. Children will begin to understand also their own impact on the world.

By the end of Key Stage 2 children will:

Be able to compare their own locality to different locations around the world. They will conduct simple fieldwork to exemplify common geographical processes and develop an understanding of map work such that these features can be examined and identified in a wider context. Children will gain knowledge of the impact of humans on the landscape and recognise the impact of themselves and that of nature in shaping the world in which they live.

Personal, social and health education (PSHE) and citizenship

Due to its focus on places and environments in different parts of the world, and on issues which arise about how these are changing, Geography provides a unique vehicle for environmental education, citizenship and British values. We encourage the children to develop a sense of responsibility. Their work encourages them to be responsible and to set targets to meet deadlines, particularly with geography home challenges. Lots of discussions through geography lessons, sharing opinions and taking into consideration other people's views contributes to the teaching of PSHE.

Spiritual, moral, social and cultural development

The teaching of Geography offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in geography lessons, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for people and the world in which they live. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

SEND

At Appleton we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Inclusion

The full range of activities in geography will be made available to all children, irrespective of age, race, gender or ability.

Impact and Assessment

The impact of learning is measured against the key concepts and key objectives within sequence of learning and is a measure of how much knowledge has been acquired. This may be through use of quick quiz assessments or longer written or oral outcomes to demonstrate understanding.

Regular monitoring of work and pupil voice is used to moderate judgements which are made.

Reporting to parents occurs annually within a child's written report to parents. The teaching of geography will be monitored through the analysis of the two year cycle, medium term planning, pupil interviews, analysis of assessment data, scrutiny of work samples and lesson observations, in line with the school development plan. In the foundation stage assessment is collected through the use of stickers to record children's voice, observations, recorded work and tapestry.

The Geography subject leader keeps evidence of the children's work in a portfolio.

Roles & Responsibilities

The Head teacher will:

Actively support and encourage staff, praising good practice and supporting staff development, in-service training (particularly for the Geography Leader) and resources.

The Geography leader will:

- Provide sequences of lessons for each geography unit that are structured round a teaching sequence.
- Support colleagues in teaching the subject specific concepts, second order concepts and developing their skills in teaching and assessing Geography.
- Carry out subject monitoring and evaluation of practice.
- Use feedback from monitoring to develop an action plan for Geography with realistic and developmental targets.
- Compile a portfolio of children's Geography work to evidence progression and examples of good practice for staff to refer to. This will also include whole school family learning projects and themed days.
- Keep up to date on new developments in the use of Geography in the curriculum and inform staff in staff meetings and training days.
- Promote geography throughout the school with the idea of themed days/weeks and family learning challenges for home.

The Class Teacher will:

- Be responsible for implementing the sequence of lessons for each geography unit as set out in this policy.
- The classroom has a visible map and key geographical vocabulary.
- Ensure pupil's books contain a world map and knowledge organisers for each unit of work.

Resources

Geography resources are allocated according to what themes are taught in each age group. Children will have the opportunity to use the following resources: globes, atlases, visual media, information books, maps, graphs, measuring equipment and ICT. The resources are stored in main cupboard in the staffroom. All staff have a responsibility to ensure it is maintained in good order and reported if any resources become broken or damaged during use, the Geography leader needs to be informed as soon as possible.

H Drummond (Geography co-ordinator)

Review Date: September 2023