



# Geography Policy

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# Geography Policy

## Our School Vision

### Vision

Our vision is to create extraordinary learning, for all of our children to be proud of their achievements, develop resilience and grow as learners so that they can discover their place in the world, where their possibilities are endless!



## Curriculum Intent

At Manor Primary School, the geography curriculum teaches an understanding of places and environments. Through their learning in geography, children will explore 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. Our intent is that the geography curriculum will enable the children to have first-hand experiences of the world, to learn how to draw and interpret maps, develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children will gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, the importance of sustainable development and promote key British Values.

Our Geography curriculum is designed to allow each pupil:



Exceptionality

Collaboration

Integrity

Respect

## Our Curriculum Design

The geography curriculum is designed to ensure **substantive and disciplinary knowledge** is built upon year on year.

**Substantive knowledge** – is the subject knowledge and explicit vocabulary used to learn about the content

**Disciplinary knowledge** – is used when pupils consider where geographical knowledge originates and is revised. It is through disciplinary knowledge that children gradually become more expert by *thinking like a geographer*.



So that our pupils are able to learn more and know more, we believe it is vital that our geography curriculum develops both categories.

## Skills to Gain Knowledge

Our aim is to ensure that our pupils become geographers who can confidently attain knowledge regardless of the subject or topic. In order to do this, we carefully plan our geography lessons so that concepts are taught. These skills ensure that children are able to unpick geographic knowledge throughout their life.

Concepts are a means of categorising geographic knowledge. They are ideas that can be applied across the subject to identify a question or guide an investigation. They are the key ideas involved in teaching children to think geographically.

## Key Concepts:

- Place
- Space
- Scale
- Interdependence
- Human and Physical processes

- Environmental impact
- Sustainable development
- Cultural awareness
- Cultural diversity

Second order concepts:

- Responsibility
- Similarity and difference
- Cause and consequence
- ★ • Continuity and change
- Significance; enquiry
- Written and oral expression

Teaching Sequence in Geography:

- Introduction using provocation or stimulus to generate the motivation to find out more and create the need to think geographically in order to understand more. Retrieval of prior knowledge to elicit understanding.
- Development of geographical understanding – seeking what do we need to do to find out about and to describe, analyse and explain this geographical narrative.
- Engage pupils in making connections with their prior learning, to refine their thinking.
- Making sense of new learning – Applying learning and developing pupils understanding through learning opportunities that develop their abilities to 'think geographically'.
- ★ • Refining thinking – refine and develop their conceptual understanding through communication with others. Presenting in some form their own geographical understanding to others.
- Reflection – reflecting on their own geographical understandings. How have they been challenged to develop their ability to think in new ways?

Organisation and Planning

We have developed and reviewed the national scheme of guidelines for geography as the basis for our curriculum planning. We have adapted the national scheme 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 before investigating national and global physical and human features. We review our long term plan on an annual basis.

Our curriculum planning is in three phases. Our long-term plan maps the geography topics studied in each term during each key stage. The geography subject leader works this out in conjunction with teaching colleagues in each year group. In EYFS and Key Stage 1 where appropriate we combine the geographical study with work in other subject areas. At other times we arrange for the children to carry out a geographical study independently or make links through research projects.

Our medium-term plans follow the national guidelines and gives details of each unit of work for each term. The geography subject leader reviews these plans on a regular basis ensuring key skills are being taught; learning objectives are being covered, in relation to a child's age related expectations and the interest and needs of our pupils.

Our short-term plans are those that our teachers write on a weekly basis. These lesson plans list specific learning objectives with differentiated success criteria and identify the resources and learning opportunities that will be used in each lesson.

In Early Years, we teach knowledge and understanding of the world as an integral part of the topic work covered during the year. We relate to the geographical aspects of the children's work to the objectives set out in Building Blocks focusing on People, Cultures and Communities and The Natural World. Geography makes a significant contribution to the objectives of developing a child's knowledge and understanding of the world. In People, Cultures and Communities children investigate the lives of people who live around them including their families, festivals, food and lifestyles. Through teaching of The Natural World, children talk about their local area and understand that there are many countries within the world.

At Key Stage 1 and 2 the geography curriculum enables children to achieve the objectives set out in our intent.

In Key Stage 1, children are taught a variety of geographical skills. Children study their local area and investigate contrasting localities through first hand experiences and photographs. This includes mapping their local area using directional language and identifying human and physical features. Children are encouraged to present their learning in a variety of ways including bar charts and pictograms. Through their study of contrasting locations, children discover the way people live and how environments are different and are changed for better or for worse. Our curriculum enables our children in KSI to explore the world map including the seven continents and five oceans. They learn the countries that form the United Kingdom and increase their geographical vocabulary. Through our teaching of weather in the UK and around the world, children are supported to think about the effect of weather on people. We encourage the children to reflect on the impact of mankind on our world and what it means to respect and celebrate different cultures and communities.

In Key Stage 2, children continue to examine contrasting localities and deepen their thinking of human and physical geography. Children study mapping, space, scale and distance and they learn how to use grid references. They use graphs to explore, analyse and illustrate a variety of data. In Year 5 and 6 children investigate time zones and scales using degrees of longitude and latitude.

Children develop their research skills using a variety of sources, including the Internet, to discover more about the world. Children can use the interactive globe and Media Suite to record and present learning in Geography.

Geography lends itself to raising matters of citizenship and social welfare. The nature of the subject means that children have the opportunity to take part in debates and discussions. 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. Thus, geography in our school promotes the concept of positive citizenship, promoting British values through respect and tolerance of others and their differences. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development as well as moral ethos.

At Manor Primary School, Geography is taught so that children are equipped to thrive in the world around them.

### Our Children's Charter

In Geography our children are entitled to a world class curriculum which enables them to;

- Undertake fieldwork and gain first-hand experience e.g. standing in a river, climbing a mountain.
- Gain a knowledge and understanding of places in the world;
- Develop an awareness of other cultures and, in so doing, achieves respect, tolerance and understanding of what it means to be a positive citizen in a multi-cultural country; embedding fundamental British values
- Learn graphic skills, including how to use, draw and interpret maps;
- Understand environmental problems at a local, regional and global level;
- Be encouraged to think ethically about the sustainability of the world
- Understand and appreciate global citizenships;
- Develop skills of enquiry, problem solving, ICT, investigation and presentation.
- Have access to a range of resources including maps, atlases, textbooks, educational software and interactive globes.

### ★ Inclusion

At Manor Primary School we teach geography to all children, according to their relative starting points. 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 enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable adjustments to achieve this.

## Curriculum Impact

At Manor Primary School, through our curriculum we are enabling children to gain a broad and balanced understanding of the key geographical skills and knowledge of their local, regional and global environments. The curriculum supports children in developing their understanding of both the physical and human geography

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around the world. The curriculum design and planning will lead to outstanding progress for all pupils, regardless of their starting points, over time. Learning is progressive and builds on prior knowledge and understanding and supports children in producing outcomes of the highest quality. Teaching and learning is adapted to cater for the needs of all pupils; providing support for children with special educational needs and enrichment and challenge for more able children. The geography subject leader is responsible for regularly monitoring and reviewing the curriculum, the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the planning and teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. Time is allocated for reviewing samples of children's work and for visiting classes to observe teaching in the subject. Feedback will be given around what is going well and what are the ways to grow. Our assessment system of building blocks will be used by the children and staff to reflect on the progress that is being made over time in Geography. Assessment is made based upon observations of learning, written and non-recorded outcomes, marking and day to day assessments. The Geography leader will evaluate progress that has been made and the impact of the curriculum to ensure all pupils have been taught the knowledge and skills they need to deepen their geographical understanding.

### Links to other Policies

- Teaching and Learning Policy
- Feedback and Marking Policy
- Assessment policy
- SEND policy
- Equality information Policy

### Review

This policy will be reviewed annually by staff and governors

The Governors may however review the policy earlier than this if Government introduce new regulations or if the Governing Body receive recommendations about how the policy may be improved.