

Geography Policy

Rationale

At The Arches we believe that geography stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes. Through their Geography education pupils will develop a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. Geography teaching will 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. Geography at The Arches' is designed to inspire and ignite children with a curiosity and fascination about the world; providing a knowledge rich curriculum well-suited to the need and context of our school.

Aims

- To make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- To extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the rest of the world.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world about them and to respect other people's beliefs, attitudes and values.
- To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To develop interest and enjoyment of geographical experiences and build confidence and understanding.
- To recognise and understand issues concerning the environment and sustainable development.

Implementation

Geography explores the relationship between the earth and its peoples through the study of the physical and human features of earth, the influence of the environment on human behaviour and lifestyles, and the natural resources people use.

We have used the best research to create a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent in to work and think like geographers.

The key concepts in geography we plan a progression for are as follows:

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

At The Arches geography involves;

- Undertaking fieldwork in the local area
- Comparing and contrasting land-forms, land uses, weather, seasons and ecosystems.
- The use of secondary sources e.g. photos, books, media and videos, to obtain geographical information.

- Following directions using positional and directional language, also using these to direct others.
- Expressing and evaluating views on the attractive and unattractive features of the environment, e.g. tidiness, noise, building on greenbelt land.
- Naming the physical features of places, e.g. mountain, sea, beach, factory, valley.
- Using developing language to talk about their work e.g. route, scale, tide, erosion, climate, temperate, continent.
- Developing geographical skills of; making observations and measuring, recording observations through maps, talk, and writing, taking photographs, sketches and diagrams.
- Using maps, globes, atlases and interpreting photographs.
- Help the children appreciate the variety of responses to the same basic needs (ethnic, cultural and economic) and to imagine what it might be like to experience life in other places.

The Arches use a variety of teaching and learning styles in our geography lessons. We use whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions.

We also offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, video and aerial photographs. By using I pads and laptops in geography lessons, this serves to enhance their learning using technology and computing. Children take part in role-play and discussions, and they present their results and reports to the rest of the class. In addition, Children create geographical landscapes within Design Technology in Key Stage 2, further embedding their knowledge and showcasing it for others to see. Also, children learn about diverse places through the reading of stories which are set in different places and in different landscapes. Within mathematics, children are taught how to record information on graphs, charts and tables; skills which are used and evident within the geography curriculum at The Arches.

Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem.

The objectives of geography teaching in the school are based on the requirements of the National Curriculum programmes of study for key stages 1 and 2. The geography curriculum of the school will therefore help children to experience the following key aspects of the programme of study:

Education for Sustainable Development and Global Citizenship (ESDGC)

The Arches recognises that education for sustainable development and global citizenship prepares children for life in the 21st century. ESDGC needs to be embedded into the curriculum and all aspects of school life, helping to create an ethos of responsibility on the local, national and global scale.

Geography at The Arches contributes to learners' understanding of ESDGC as they work in contexts that allow them to make decisions based on the values that underpin society, helping them become active and informed citizens. They are encouraged to be enterprising and innovative in their decision making, while having regard for sustainability and environmental issues in the 21st century. It is crucial for the children to understand how people's decisions and lifestyles are linked to others all over the world, through the use of education.

At The Arches we understand the importance of the Seven Key Themes of ESDGC and implement them throughout school:

1. Choices & Decisions - within classrooms the children are actively encouraged in democratic decision making, presenting points of view, whilst also understanding roles within a civil society.
2. Consumption & Waste - children understand the difference between renewable and non-renewable resources, pollution, quality of life and differing access to energy, food and water.

3. Health - the importance of caring for oneself and the caring of others and the impact of people's health based on living different environments.
4. Identity & Culture - children are taught and recognise that people hold different values; to question discrimination and prejudice in appropriate ways, and to have peaceful resolution of differences.
5. Climate Change - Teachers discuss global warming and the causes and effects of climate change, in addition to ways of bringing about positive change to the environment.
6. Wealth & Poverty - children understand the gap between rich and poor and the terms "Quality of life" and "Basic Needs". They are taught about Fairtrade and its importance.
7. The Natural Environment - children are taught how to care for their local environment and recognising its importance and are encouraged to develop a sense of awe and wonder at animals' habitats and landscapes.

Approach

Geographical work at The Arches has been carefully organised to provide breadth and depth of knowledge and understanding, as well as developing skills. The development throughout the two key stages builds on children's previous work.

Early Years Foundation Stage

In the reception classes geography is taught as an integral part of topic work covered in the EYFS setting. In the EYFS 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 Understanding of the World objectives set out in the EYFS curriculum. Skill based activities and lessons include allowing children to talk about (and observe) their environment; linking this to the four seasons. In addition, they explore maps of the world, with their goal being that they can create their own treasure map. Over the course of the year, the children should obtain geographical knowledge as well: knowing there are many countries around the world, describing their immediate environment and seeing differences between their lives and those living in other countries.

Key Stages 1 and 2

At **Key Stage 1**, geography is about developing knowledge, skills and understanding where 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 are encouraged to ask geographical questions about people, places and environments and begin to learn about the wider world. In addition, they understand basic subject-specific vocabulary relating to human and physical geography.

Children develop their **locational knowledge**, where they learn to name and locate the seven continents of the world and the five oceans. They also are taught to identify the countries and capital cities of the United Kingdom, as well as the seas surrounding it.

They also develop an **understanding of place** by comparing the geographical similarities and differences of a small local area to a small area in another country. Here, they compare physical and human geographical factors to identify the contrasts between their lives and others.

In addition to children developing their location and place knowledge, they are also provided the opportunity to learn about **human and physical geography**. During this work, the children recognise daily and seasonal weather patterns in the United Kingdom and the location of different temperatures around the world (cold - North and South Pole). They also will use geographical language to identify key geographical features (beach, forest, mountain, sea, ocean etc) and key human features (city, town, village, house, shops etc).

Children develop **geographic skills** through these areas of study; using world maps, atlases and globes, compass directions, aerial photographs and recognising landmarks through observational skills.

At **Key Stage 2**, geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales, within the United Kingdom and overseas. They continue to develop an appreciation of how places relate to each other and the wider world through cross-curricular topics; progressing their use of geographical knowledge, understanding and skills.

The children will extend their **locational knowledge**, learning locations and names of European, North American and South American countries, concentrating on environmental regions, major cities and physical and human characteristics. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns.

They build on their **understanding of place** by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.

In Key stage 2, **human and physical geography** knowledge is extended to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of 6 settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water).

Children continue to develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use maps, atlases and globes; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps.

Health and Safety

At The Arches children are taught:

- Safe practices in the field and how to achieve them.
- How to use equipment in accordance with the health and safety guidelines.
- To behave considerably and responsibly, showing respect for other people and their environment whilst on trips outside the classroom.

Teachers:

- Ensure risk assessments are completed and placed on EVOLVE before any field trips take place
- Discuss all planned trips with the Headteacher.
- Ensure adequate supervision is organised for all field work.

Role of the geography subject leader is:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning
- To model the teaching of geography
- To ensure progression of the key knowledge and skills identified within each topic and that these are integral to the programme of study and secure at the end of each age phase
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT

- To monitor planning and oversee the teaching of geography
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the geography curriculum take account of the school's context, promotes children's pride in the local area
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy

Assessment

The assessment of the children is continuous throughout the planning, teaching and learning cycle. At the end of each topic, the class teacher assesses the child and inputs this into INSIGHT. In order to obtain an accurate assessment of the child, the teacher uses formative assessment strategies, analyses written evidence in books and feedback from pupil voice conducted by the subject leader.

Differentiation

All children, regardless of their learning needs are encouraged to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school. Support for specific individuals is well considered and planned, with consideration given to how greater depth children can also be provided for and demonstrated with a further challenge.

Equal Opportunities

At The Arches Community Primary School, all children will be provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Mutual respect and tolerance for all cultures will be promoted through the study of geography.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.