



# Baines' Endowed

Church of England Primary Academy

A member of **CDARI**

## **Baines' Endowed Church of England Primary Academy**

### **Geography Policy**

At Baines' Endowed Church of England Primary Academy, we aim to develop self-belief and self-confidence in all our pupils and staff, through our mission that:

*"With God, nothing is impossible" Luke 1:37*

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

### **Intent**

The aims of Geography are:

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- To enable children to gain knowledge and understanding of places in the world;
- To increase children's knowledge of other cultures and, in so doing, teach a respect
- and understanding of what it means to be a positive citizen in a multi-cultural country;
- To allow children to learn graphic skills, including how to use, draw and interpret maps;
- To enable children to know and understand environmental problems at a local, regional and global level;
- To encourage in children a commitment to sustainable development and an
- appreciation of what 'global citizenship' means;
- To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation



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- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to motivate pupils by arousing a sense of curiosity and wonder;
- to teach children the basic skills of English, maths and computing
- to enable children to be creative and to develop their own thinking;
- to develop field work skills and an understanding of the physical and human features of local and non-local areas.

### **3. Key skills**

The following skills have been identified as key skills in Geography:

- communication (speaking and listening)
- application of number and other mathematical skills
- working with others
- improving one's own learning and performance
- application of thinking skills
- problem-solving.
- Reading maps and atlases appropriately.
- Use Geographical vocabulary.

In our curriculum planning we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills because we believe that all children need to make good progress in these areas if they are to develop their true potential.

### **4. Organisation, Planning and differentiation**

Our school uses the national curriculum requirements for Geography as the basis of curriculum planning. We have adapted the national scheme to the local circumstances of our school. We plan our curriculum in three phases:

1. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis at the end of the Summer term.
2. Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. Each subject has schemes of work through which are articulated the areas of study. We also use the national schemes of work for much of our medium-term planning in the foundation subjects.



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3. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

All plans are readily available from each class teacher and on the shared server and are monitored by the subject leader and the SLT. Plans are also made available for support staff working in the classroom during the lesson as appropriate. Planning is used to set clear, achievable goals, it aims to ensure that work is well matched to pupils' abilities, experience and interests.

In the Early Years Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Foundation Stage Curriculum. We ensure that there is planned progression in all curriculum areas and this is based on children's interests and the continual evaluation and evolution of medium term plans. Discussions have been held with Early Years staff as to the new Early Years curriculum and support will be given as to how to implement Geography through understanding of the world.

In Key Stage 1 and 2 we teach the foundation subjects discreetly, linking them to other areas of the curriculum where possible. Geography is taught at least two half terms across the year. We ensure that, in due course, each child has the opportunity to experience the full range of National Curriculum subjects.

Differentiation – there should always be three levels of differentiation to cater for differing learning styles and needs

Also learning can be differentiated in ways such as

Teacher centred – the teacher defines the theories, principles, concepts or terms that the student needs to learn and organizes them into a sequenced set of goals or objectives.

Demonstrations – The teacher may be the one who demonstrates the procedures; students may be the ones practicing the procedures, or some combination of both.

Student centred learning – much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks. Teachers typically design group activities which necessitate active learning, student-to-student collaboration and problem solving.

Delegation — students are given a choice in designing and implementing their own learning and with the teacher acting in a consultative role.

## **Implementation**



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A variety of teaching styles and activities is encouraged across the school, in recognition of the different learning styles of the children, as well as their different abilities. Each class teacher takes responsibility for facilitating children's progress. They consult with the subject leader, the SENCO, the Gifted and Talented co-ordinator or other professional bodies as the need arises so that all children have access to the curriculum and are helped to develop.

Throughout the school pupils will experience individual, paired, group and whole class teaching in Geography, the balance of which rests with the class teacher. Children may be grouped according to age, ability or other criteria such as friendship groupings. Such groupings are always organised so as to promote co-operation and effective learning and understanding, both when working with those you know and like but also with those you know or like less well. Every effort is made to ensure that work is carefully differentiated and matched to the individual/group (this differentiation may be in the form of different activities, different levels of adult support or different expected outcomes).

Learning activities are sequenced to ensure continuity and progression. Learning may be by means of direct teaching to the whole class or working with small groups if more appropriate, or individual and independent work, for example:-

- Whole class teaching may be suitable for acquiring knowledge.
- Small group discussions may give opportunities for investigation work with artefacts.
- Role-play and simulation activities may help develop understanding and empathy.
- Individual activities for example research or recording tasks encourage independence.

Where possible and appropriate, educational visits are included within the curriculum, helping to bring the curriculum to life for the children. People with a particular interest or expertise in a particular topic or area may be invited into school to work with the children. Such visitors may include parents, grandparents, other family members, neighbours and the local community.

Computing supports the Geography curriculum. Children are able to use ICT to both to research and gather knowledge, but also to present, amend and refine their work to enhance its quality. Google maps and Digi-maps are used regularly and children have the opportunity to access these regularly.



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A variety of teaching strategies are employed throughout the school for Geography, including:

1. Discussion – at all levels this is a key element of the teaching and learning in Geography . Children discuss issues/stories/experiences in pairs, small or larger groups and as a whole class. Discussions are always closely focused by the class teacher and children are taught the skills of active listening, clear presentation and respectfully commenting on others' ideas.
2. Circle time – again this can be employed at all levels. The process of circle time may be adapted to suit the skills of the class and the confidence of the teacher, but always the main criteria are maintained:
  - ◆ all children are given the opportunity to contribute.
  - ◆ all children have to listen respectfully to everyone else's ideas or experiences
  - ◆ all children have the opportunity to pass should they feel unable or unwilling to contribute at that particular time.
3. Drama/Role Play – this is a wonderful way of bringing curriculum areas to life – children acting out stories or developing their “own versions” helps to commit them both to mind but also to heart. Hot-seating also encourages empathy, helping the children a deeper understanding of the subject matter.
4. Story Telling – Another vital way of exploring others' experiences and learning from them. Story telling is an age-old way of allowing the listener to enter into other situations and interpret difficult emotions.
5. Investigation/Problem Solving – This element is key in helping children develop decision-making skills in a safe “pretend” scenario – often raising issues they may tackle for real as they grow older.
6. Art and Craft Tasks –Perhaps to create a visual record of the work undertaken or to help children in the careful exploration of emotions and “real life” situations. This can often aid recall and understanding of material covered and allows the teacher to refer back readily to previous work undertaken.
7. Written Recording – A useful tool to promote understanding and recall of vital elements of the curriculum. This could include imaginative story writing, descriptive pieces, reports, notes taken on information found, graphs, charts or tables to express information found. It may also include other recorded evidence e.g. taped interviews, videos or ICT presentations.
8. Use of ICT – Using programmes available to support the children's knowledge and understanding of Geography ICT can also be used, as outlined above, as a tool for recording work undertaken. There will be use of appropriate websites.
9. Visits - As already stated visits are encouraged throughout the school as a way of bringing Geography alive to the children. Adults willing to come into school are also a very valuable resource. Children can be free to ask questions, and a new face can sometimes alter perspectives and challenge viewpoints.

## **6. The contribution of Geography to other subjects**



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English - Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are Geography in nature. Children develop oracy through discussing Geography questions or presenting their findings to the rest of the class. Children are involved in a wealth of writing activities, for example imaginative story writing, descriptive pieces, reports or notes taken on information found.

We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

Mathematics – Geography teaching contributes to the teaching of mathematics 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, citizenship and health education. Geography contributes significantly to the teaching of PSHCE and citizenship.

Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. Thus Geography in our school promotes the concept of positive citizenship.

Spiritual, moral, social and cultural development -When teaching Geography we contribute to the children's spiritual development where possible. Children learn about different religions/cultures, fair-trade and the developing world. 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 inequality and injustice 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.



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Computing - We use computing in Geography teaching where appropriate. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, video and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning.

## **7. Resourcing**

There are sufficient resources for all Geography teaching units in the school. We keep these resources in Year 2CH class stockroom. The library contains a good supply of topic books and software to support children's individual research. The subject leader has a budget for buying resources. The amount this year is £300.

## **8. Equal Opportunities & teaching children with additional need**

For general details with regard to provision for children with additional need please see our agreed Special Educational Needs, Able, Gifted and Talented and Ethnic Minority Achievement Policies. All teaching and non-teaching staff are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum whilst in our school.

The statutory inclusion statement of the National Curriculum requires staff to modify teaching and learning to give all pupils relevant and appropriately challenging work at each key stage.

We modify for less able children by

- ◆ choosing material from an early year group/key stage if appropriate.
- ◆ consolidating, reinforcing and generalising previous learning as well as introducing new knowledge, skills and understanding.
- ◆ using the National Curriculum and QCA documents as a resource for differentiation.
- ◆ focusing on a more limited range of elements within the syllabus if necessary.

We modify for more able pupils by

- ◆ choosing material from a later year group/key stage if appropriate.
- ◆ providing more open ended, investigative tasks.
- ◆ adding to the complexity of the tasks and concepts presented.
- ◆ using a wider and more demanding range of resources.



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- ◆ using questioning to challenge rather than expecting them to produce more recorded work than other pupils.

## **Impact** - Monitoring and Evaluation

Assessment in Geography is carried out in line with the school's agreed Assessment, Recording and Reporting Policy.

Gathering evidence of pupils' attainment is an integral part of teaching and learning. From this evidence teachers are able to: -

- Identify what has been taught and, more importantly, learnt.
  - Monitor pupils' progress in acquiring the knowledge, understanding and skills in Geography
- Monitor pupils' progress in cross-curricular elements.
- Establish pupils' needs as a basis for future planning and teaching.

Teachers continually collect evidence of pupils' attainment in a variety of ways, including: -

- Observing a pupil at work, individually and in groups.
- Questioning, talking and listening to pupils.
- Considering materials produced by the pupils and discussing these with them.
- Marking children's work.

Involving children in assessing their own work helps them understand better their own strengths and needs. It is vital in ensuring children know how to move forward in their learning, the next steps.

Class teachers keep their own records and are responsible for reporting to parents. Progress in Geography is officially reported to parents on an annual basis as part of the School Report, however parents' evenings and arranged meetings with staff help parents gain an understanding of both the curriculum and their child's progress.

All records kept should be straightforward, manageable and understandable to those who need to use them. They serve two key purposes:

- ◆ To show individual pupil's performance/progress against agreed levels of attainment.
- ◆ To show which aspects of the subject have been covered.





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The subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in Geography for each age group in the school.

## **10. The Role of the Subject Leader**

The Geography leader is responsible for:

1. Sharing the co-ordination of Geography throughout the school; ensuring that the curriculum is developed in compliance with the National Curriculum, Literacy and Numeracy Strategies and other relevant guidelines. Ensuring the curriculum provides appropriate opportunities and experiences to enhance standards of achievement in the subject.
2. Assessment and target setting for the subject.
3. Working to support staff and to extend their knowledge and expertise in delivering the subjects, ensuring provision for, and use of, ICT is promoted through the subject.
4. To devise ways of, and support for staff in their planning for, SpMSC development and all other cross curricular themes within the subject.
5. Ensuring that the curricular provision is regularly and systematically monitored reviewed and evaluated.
6. Ensuring that the evaluation leads to action to constantly enhance provision.
7. Keeping abreast of current developments by attending relevant in-service courses. Keeping colleagues informed of professional developments by sharing information gained.
8. Promoting parental interest and understanding of the school's provision and suggesting ways in which they can work in partnership with us.
9. Devising long and short term plans for the subjects, including budget forecasts.
10. Providing and organising suitable resources, ensuring that the resources are tidily boxed and labelled to make them accessible to staff. Ensuring the resource area stays tidy.
11. Providing an inventory of all resources, updating it annually and submitting it in February with bids for the following year's resources.
12. Controlling and handling of the budget for the areas.
13. Organising and leading INSET for the areas.
14. Leadership of a group when reviewing the curriculum

## **11. Monitoring and Evaluation**

Monitoring and evaluation is carried out to enhance the teaching and learning of Geography within our school. It is the responsibility of all staff to monitor and



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evaluate the curriculum provision made for Geography within their own classroom in order that pupils make the greatest possible progress. Formal or informal evaluations will be carried out at the end of each lesson by the class teacher and an evaluation of the overall curriculum (that the syllabus is fully implemented) is carried out by the subject leader.

An important element of the subject leaders' role is that of monitoring the effectiveness of provision in Geography Pupils' progress and performance is evaluated taking account of factors, which may influence this, including teaching methods, resources, schemes of work and accommodation. All subject leaders maintain a subject file which contains the evidence and outcomes from their ongoing monitoring and evaluation.

Monitoring takes place in a number of ways:

- ◆ an analysis of teachers' planning
- ◆ assessment of recorded work and displays
- ◆ classroom observation, if and when appropriate
- ◆ discussion with individuals or groups of children
- ◆ discussion with members of staff.

## ***Monitoring and Evaluation***

### **Review**

This policy will reviewed annually or as appropriate, by teachers and governors, in consultation with the Headteacher. Policy last updated October 2021.

The Geography Policy at Baines Endowed C.E. Primary School will be reviewed and modified on a regular basis at least every two years.

It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet, adding the date and signing where indicated.

Name of person responsible for this policy: Mrs Cowell (Miss Lee maternity leave).



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