



## Subject Leader Position Statement

### Subject Geography

Date February 2023

#### Intent

##### Aims (taken from the National Curriculum 2014)

Geography in the Foundation Stage is taught as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the EYFS module, Understanding the World, which underpin the curriculum planning for Foundation Stage children. Geography makes a significant contribution to the objectives of developing a child's knowledge and understanding of the locality and wider world through a range of different activities.

The National Curriculum Programmes of Study at Key Stage One focuses on developing children's knowledge, skills and understanding of geography. Children should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

The National Curriculum Programmes of Study at Key Stage Two also focuses on developing children's Knowledge, skills and understanding of geography. Pupils should extend their knowledge and understanding beyond the local area and the United Kingdom to include Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

#### Rationale

At Bradley, we believe that geography helps to provoke and answer questions about both the natural and human world in which our children, live. Geography can be a highly investigative subject and we aim to develop skills of questioning, critiquing, evaluating and hypothesizing, inspiring curiosity and developing children's sense of wonder at the beauty and scale of the outside world. To ensure this happens, we deliver a geography curriculum that focuses on developing a sense of place that is underpinned, not only by our learning and experiences, but by a core knowledge of facts, locations and vocabulary. Our curriculum is designed to allow children to build on their geographical knowledge and skills as they progress through the school.

We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This aims to deepen their understanding of the Earth's human and physical forms and processes.

Citizenship is promoted by developing children's knowledge and understanding of national, regional, religious and ethnic identities both in the UK and in the wider world. We aim to provide opportunities for children to discuss and reflect on social, political, economic and environmental



issues, including those affecting or impacting the local community, to enable them to develop their understanding of the social and cultural influences on their lives.

Their learning will include the use of geographical vocabulary, enquiry skills, mapping, questioning, the use of photographs and video with the study of places in the UK and the wider world. To ensure the children have a range of experiences which they may otherwise not have had away from school, visits to a variety of environments are included as often as possible.

Through rigorous enquiry, our pupils gain and deploy a geographical understanding through our school's curriculum. The children explore key concepts as they move through school, allowing them to apply new knowledge as they revisit these throughout both key stages.

This approach will encourage the development of the cultural capital necessary for preparing our pupils for future learning and development, whilst engendering an eagerness to explore the wider world.

### **Implementation**

Geography is delivered to pupils in EYFS within the Understanding the World Area of Learning through a cross-curricular topic based approach at various points throughout the academic year.

Key Stages One and Two, Geography is taught through a stand alone subject based approach in alternate terms during the academic year.

A variety of teaching approaches are presented to children throughout their geography lessons. These include: teacher guided sessions, where information is provided; mixed ability group work, where the children discuss problems in small groups; class discussions; the use of differentiated tasks; role play; fieldwork, wherever possible; integrated use of ICT in lessons

Fieldwork is a vital ingredient of the geography curriculum. Where possible, children are provided with opportunities to study topics within the outside environment.

Planning for educational visits with links to geography is also of importance; the school follows the current guidelines produced for schools by the local authority.

Non-teaching assistants who support individual children within the class play an important role in the delivery of the subject and they are involved in the initial planning of the topics that are taught in geography. Regular informal planning meetings are held in advance of the proposed teaching programme so that preparation and review can take place.

In order to provide work that is appropriate to the learning experiences of the individual children it is necessary for the teacher to be aware of the statements/individual educational programmes that apply to children in the class that he/she is teaching.

Guidance has been provided on how to identify able and talented pupils within geography teaching groups.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum. These principles are related to how teachers plan and teach the curriculum through setting suitable learning challenges,



responding to the diverse learning needs of pupils and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

These principles are considered when selecting units to be taught throughout the Foundation Curriculum and Key Stages 1 and 2 and in developing the chosen units for use in the classroom (short term planning).

Geography is an excellent vehicle for developing children's learning in this area. Discussions about the use of the world's resources and the impact of different events on the lives of local people deepen the children's ability to understand and empathise with fellow humans across the globe. The opportunities to explore 'putting yourself in someone else's shoes' abound in the study of geography and it is embraced during the teaching wherever possible.

To ensure continuity and progression for all pupils, the curriculum is carefully organised to ensure that our pupil's knowledge and understanding of geography develops because:

Expected subject outcomes in terms of developing as a young geographer increase in complexity and level of challenge and are used as the starting point for all planning of content delivery and learning and teaching enquiries; there is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the National Curriculum; the curriculum becomes progressively more complex developing from discrete facts to more conceptual awareness and generalised knowledge about more abstract ideas; the focus of what pupils learn becomes gradually more issues based, enabling them to explain links, patterns and processes and be more informed and mature in their thinking and self-reflection in terms of recognising the importance of attitudes and values in both a local and wider community.

### **Support Available**

CPD will be offered to staff where needed, this may be a course to attend, an online CPD programme to take part in or the subject leader delivering training to the rest of the staff.

### **Assessment**

Assessment is an integral part of teaching and learning in school. The subject approach to assessment, recording and reporting follows the whole school policy guidelines. The Geography co-ordinator will oversee planning and monitor pupil's work. The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level. Assessment is undertaken using the following methods: observation of pupils, talking with pupils, marking written work, self-assessment, peer assessment, the evaluation of discussion. Assessments are undertaken and recorded using the agreed school system which is based upon the age related expectations introduced in 2014.