

Geography Policy



Geography – Delph Side Community Primary School

To ensure all children **enjoy** their learning and attending school.

To provide opportunities for children to **embrace** learning through real life, hands on experiences.

To prepare children to **evolve** into the next stage of their schooling.

Intent

At Delph Side Community Primary School, we aim to provide creative, inspiring and high-quality Geography lessons to children across the school. Our Geography curriculum provides children with opportunities to develop their locational knowledge and sense of place, deepening their knowledge of Skelmersdale and their local area whilst enabling them to also recognise their role as global citizens in a diverse world. Geography has a unique role in the curriculum, inspiring curiosity and questions about the world and the systems within it. At Delph Side, children will develop an awareness of the way human and physical processes contribute to the ever-changing nature of our planet.

By the age of 11, the children will know how to evaluate geographical evidence and utilise a range of maps of varying complexity. Children will have an understanding and appreciation of a diverse range of people, places and cultures, along with a working knowledge of key physical processes and human influences. Children will understand the physical and human characteristics of their own locality and how our location fits into British and global geography. Children will also have a deeper understanding of contrasting geographical areas, and how they compare to our own, and how location shapes lifestyles in both areas.

The skills they will obtain are applied to their other curriculum topics, allowing children to use their geographical skills and understanding to reflect on and explore topics in greater detail; for example, by evaluating the human impact on natural resources, enhancing their mathematical and computational skills, and developing empathy and understanding of human struggle in affected areas - developing their personal, social and emotional skills.

At Delph Side, it is paramount that our geographical teaching and children's learning is purposeful and relevant to our community. For this reason, classes will study aspects of rivers, coasts and mountains within the UK, with an emphasis on proximity to our local area – giving children a deep understanding of physical features nearby. Classes will then build on this knowledge by studying a contrasting area of the world, equipped with the ability to recognise similarities and differences.

Implementation

Subject leaders and teachers will use the following to plan high quality Geography lessons:

- Geography Curriculum Map and Progression of skills. This outlines knowledge and skills (including vocabulary) all children must master.
- A series of lessons, which carefully plans for progression and depth.
- End of topic quiz which is used to support learners' ability to block learning and increase space in the working memory.
- Challenge questions for pupils to apply their learning in a philosophical/open manner.
- Enrichment opportunities to enhance the learning experience.
- Displaying and celebrating the pupils' geographical enquiry in their class, around school and in the wider community.

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- Themed Geography days and History weeks to focus learning through key dates, national/global awareness days and in response to current affairs.

Impact

Our Geography Curriculum has been well-structured and sequenced to demonstrate progression of skills, whilst building outwards from children's prerequisite knowledge of home and community, into the geographical context of the wider world. Children will have a deep understanding of how their local history and settlement growth has influenced the human and physical geography of the area today. Children will know about physical and human comparisons and will recall examples from previous learning. Children will be able to communicate their geographical knowledge through a range of modern responses, and will communicate this to a variety of audiences. Children will also experience hands-on learning in our Forest Schools outdoor provision area, and will explore fieldwork opportunities using our school field and at Beacon Country Park. This will result in children demonstrating independence and competence when working outdoors and when working as part of a team. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on skills achieved against the planned outcomes.
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work. (PAQ)
- Learning Walks
- Book Monitoring
- Staff Attitudinal Questionnaire.
- Reviewing social media platforms and parental engagement in response to our planned enrichment activities.

Aims

- Children to enjoy Geography lessons through engaging and well sequenced lessons.
- Children to embrace fieldwork opportunities in order to answer Geographical enquiries.
- Children to evolve the Geographical knowledge and understanding through the broad and balanced Geography curriculum.
- Children to be able to use Geographical vocabulary to articulate their understanding of Geographical topics.
- Children to develop their knowledge of the local area and sense of place.

Delivering the Geography Curriculum

Foundation Stage

Geography is delivered to the Nursery and Reception pupils within the Knowledge and Understanding of the World Area of Learning. At Delph Side Community Primary School, EYFS children develop a knowledge of their immediate environment, making observations about the world around them and commenting on similarities and differences.

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Key Stages 1 & 2:

Our Geography curriculum map plots when and where Geography curriculum objectives are taught across the year groups at Delph Side Community Primary School. Learning builds year on year, activating prior knowledge and vocabulary as new learning is committed to children's long-term memory. Learning is sequenced so that by the end of Key Stage 2, children are able to leave school as confident Geographers.

Teaching Approaches

A variety of teaching approaches are presented to children throughout their Geography lessons. These include:

- A) Teacher guided sessions, where information is provided.
- B) Mixed ability groups where children discuss problems in small groups.
- C) Class discussions lessons.
- D) The use of differentiation, allowing children of differing abilities to work at their appropriate pace and level.
- E) The use of audio-visual aids in presenting material to the children, such as DVD's iPads/and/or the internet
- F) The use of field work where possible so that children gain firsthand experience of local and contrasting locations.
- G) The integrated use of ICT within the lessons.
- H) The use of outside speakers with relevant experience.
- I) A range of cross curricular writing opportunities.

Curriculum:

At Delph Side we are pleased to have developed our own bespoke Curriculum which incorporates all the statutory teaching and learning implemented in the curriculum. Our curriculum is based upon skills-based learning for each year group and is an exciting and purposeful way of ensuring our children at Delph Side are obtaining a Curriculum that is enjoyable, interesting and fulfils all the statutory guidelines.

Pupils work in Year 2-6 is marked through 'whole class feedback'. After each session pupils are given the opportunity to respond to this feedback and make changes and improvements to their work. Corrections will be shown in green pen. In Year 1 and at the beginning of Year 2, teachers will focus on verbal feedback and small group feedback to address misconceptions and basic skills errors.

Special Educational Needs

Delph Side's Geography curriculum planning ensures that all pupils have the tools they need to succeed and equal opportunities to access lessons and enrichment opportunities. When planning a sequence of Geography lessons, teachers will ensure that they provide a suitable range of activities and differentiated levels of support to enable pupils with special educational needs to make progress. Teachers take account of the three principles of inclusion that are set out in the National Curriculum through:

- Setting suitable learning challenges
- Responding to the diverse learning needs of pupils
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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Fieldwork

Fieldwork is a vitally important part of a broad and enriching Geography curriculum. Fieldwork opportunities are mapped out across the year to ensure that all year groups are able to develop Geographical skills in a practical way. Embracing the outdoor environment presents opportunities to contextualise Geography learning and develop a deeper understanding of topics.

Equal Opportunities

Children, irrespective of ability, race or gender, are given full access to the Geography Curriculum. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.