

Geography Policy

Gagle Brook Primary and Nursery School

Geography Curriculum Intent

At Gagle Brook Primary and Nursery School, the geography curriculum will be delivered well with clear progression shown throughout the whole school. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject.

At Gagle Brook, we ensure that the teaching of geography will help pupils gain coherent knowledge and fascination about the local community and its people that will remain with them for the rest of their lives. This will allow pupils the opportunity to explore the inter-relationship between the earth and its people through the study of place landscapes, resources and the environment.

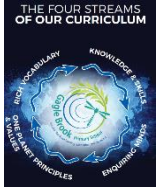
Principles

At Gagle Brook Primary and Nursery School we aim:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- 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 provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Teaching and Learning

At Gagle Brook Primary and Nursery School, we ensure that our Geography curriculum is planned for and delivered using the six principles of learning providing rich opportunities for challenge, explanation, modelling, practice, questioning and feedback. We have high expectations for all pupils, all of the time. We encourage students to be resilient, question, have time to practice a skill and we support them in responding to modelling, feedback and critique so they can improve their work and learning behaviours. We like them to be inspired by the excellent work of others. Challenge is the key driver of everything we do.



Geography is taught both as a discrete subject and through cross curricular topics based on a 'big question' approach. We plan our topics around six open ended topic questions linking to a range of curriculum areas.

The Geography curriculum is delivered using the National Curriculum 2014 and the Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Geography the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

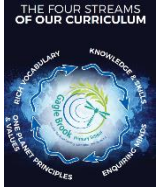
Geography is taught in nursery and reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the Education Programmes set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places, habitats and investigating our locality.

Key Stage 1

During Key Stage 1, 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 also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.



The Geography Curriculum and planning

At Gagle Brook Primary School geography is taught through a big question topic approach alongside Design & Technology, Geography and Art. Our Curriculum is carefully planned over a two year cycle to engage and excite all our learners.

Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Planning is always shared with all the adults who work in the classroom.

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working.

Spiritual, moral, social and cultural development in Geography

Spiritual development: Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

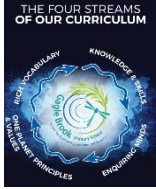
Moral development: Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social development: Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Progression and Continuity

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography. We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts and 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, aerial photographs, geographical footage and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g.



research of a local environmental problem, visiting relevant sites and carrying out fieldwork. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Cross-curricular links

The skills that children develop in Geography are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. There are many resources for Geography and also cross-curricular resources to support the teaching of Geography.

Teaching Geography to children with special educational needs

At our school we teach Geography to all children, whatever their ability. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Performance

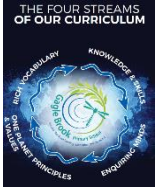
The subject is led by not only the curriculum champion but by the staff as a whole and each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Teachers constantly assess children's work in Geography. They use assessments to measure progress against the key objectives and to help them plan for the next unit of work.

The Geography curriculum champion keeps examples of moderated children's work from staff meetings in a file. Any issues that arise from moderation staff meetings are addressed by the Geography curriculum champion and the Humanities team through either CPD courses or team intervention.

Health and Safety

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously,



with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.

Resources

We have a wide range of text books, such as atlases and interactive boards to access the internet as a class and there is a wide range of geographic material in the school library. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in Geography is the responsibility of the Geography curriculum champion team. The work of this team involves supporting colleagues in the teaching of Geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Geography curriculum champion team create an impact plan with a clear focus on the curriculum intent, how and when actions will be implemented and impact of these actions. The impact plans are reviewed regularly by the Geography curriculum champion team and the senior leadership team.

Signed: Mrs E Holloway

Date: July 2022

Review Date: July 2024