

Kingsfield Primary School

A member of the Active Learning Trust



Statement / Policy Summary	
This policy looks at the school's approach to Geography.	
Date ratified:	Autumn 2021
Date of review:	Autumn 2024

Equalities Impact Statement	
Has this policy fully considered the school's equality objectives and statement?	Yes
Is there any impact upon the school's equality objectives?	Yes
If 'yes', are these clearly described and their impact assessed?	Positive impact upon inclusion

1. Overview

Geography teaching in primary school is about developing an understanding of our world, through experience, investigation and learning from primary and secondary sources. Geography helps children to gain a greater understanding of the ways of life and cultures of people in other places. This will help to enable children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment. Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Children study their local area and contrasting places in the United Kingdom and other parts of the world. The study of the local area forms an important part of the geography taught at our school and activities are planned to build upon the children's knowledge and understanding of the local area.

2. Aims

Through our teaching of geography, we aim to:

- Help children acquire and develop the skills and confidence to undertake, investigations, to problem solve and to make decisions.
- Stimulate the children's interest in and curiosity about their surroundings.
- Create and foster a sense of wonder about the world.
- Increase the children's knowledge and awareness of our changing world, so that they will want to look after the Earth and its resources and think about how it can be improved and sustained.
- Begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion.
- Develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

We also hope to:

- Improve pupils' skills across the curriculum, especially in English, Mathematics and computing.
- Develop thinking skills.
- Develop pupils as active citizens.
- Promote awareness and understanding of spiritual and moral issues.

3. Teaching and Learning Principles

The teaching of Geography encompasses the acquisition of four key areas of learning:

- Place knowledge
- Locational knowledge
- Human and physical geography
- Geographical skills and field work

An understanding of geography is essential to our understanding of the world and the skills and knowledge of Geography have a wide application in everyday life.

Geographical fieldwork and investigations provide important opportunities for working in teams and developing individual responsibility.

Due to its focus on places and environments in different parts of the world, and on issues which arise about how these are changing, Geography provides a unique vehicle for environmental education; citizenship and learning about other cultures and provides for cross curricular links to spiritual/moral education

4. Expectations

During the Foundation Stage, children will work towards the geographical aspects of the Early Learning goals for Knowledge and Understanding of the world.

By the end of Key Stage 1, most children will be expected to:

- Describe the main features of localities and recognise their similarities and differences.
- Recognise where things are and why they are as they are.
- Recognise changes in the environment of localities and how people affect the environment.
- Find out and express views about people, places and environments by asking and answering questions and by using their own observations and other geographical skills and resources.

By the end of Key Stage 2, most children will be expected to:

- Explain the physical and human characteristics of places and their similarities and differences, and know the location of significant places and environments in the UK, Europe and the World.
- Explain patterns of physical and human features, and recognise how selected physical and human processes cause changes in the character of places and environments.
- Describe how people can damage and improve the environment and recognise how and why people may seek to manage environments sustainably.
- Undertake geographical enquiry by asking and responding to questions, identifying and explaining different views and using a range of geographical skills, resources and their own observations.

5. Planning and Teaching Methods

The individual teacher should determine how the curriculum should be delivered in the classroom. Teaching styles and classes vary and what may be appropriate in one situation may not necessarily work in another.

The range of teaching methods to meet the different abilities of pupils will include:

- Knowledge/instructions given by the teacher.
- Questions and answers
- Creative activities e.g. model making
- Individual and group enquiry
- Use of books, maps, atlases, statistics, ICT, photographs, videos and audiotapes
- Fieldwork
- Drama activities

Geographical studies should be enquiry based and teachers should facilitate this. Fieldwork in the environment is a core component of the geography curriculum. Cross curricular links should be made whenever possible and appropriate.

6. Assessment for Learning

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Teachers will use their professional judgement to determine the most effective methods of gathering evidence of pupils' progress,

which will be recorded on OTrack regularly. Gathering evidence of pupils' attainment allows teachers to identify what has been learnt and identify ways of overcoming difficulties and establish a basis for further planning.

Formative assessment can be made from a range of sources:

- Written work
- Spoken activities
- Maps, plans and sketches
- Group activities
- Fieldwork
- Audio and video recording
- ICT materials e.g. emails, desktop publishing
- Models
- Photographs
- Comments from other people e.g. helpers on fieldwork

There is no statutory teacher assessment in KS1 and KS2 for Geography but outcomes will be shared with parents / carers as part of the annual report.

7. Monitoring and Evaluation

Monitoring and evaluation is carried out on a number of levels to enhance the teaching and learning of geography in our school including:

- Class teacher and TAs
- Headteacher
- External inspectors
- Geography co-ordinator

Monitoring may be through a range of methods including:

- Assessment of pupils' work and achievement
- Work analysis
- Planning analysis
- Staff discussion and feedback

8. Inclusion and Differentiation

All children must have regular access to geography appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work must be differentiated to aid children's learning. Where necessary, the child may have the support of a TA or classroom helper. Everything should be done to avoid highlighting the disabilities of a particular child. Support may be especially necessary during field study activities. Also, more-able children should be given open ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

9. Health and Safety

Fieldwork is particularly important in geography, be it a day trip or residential. When planning a visit, teachers must complete a risk assessment and be aware of the school emergency procedures for trips and Local Authority's policies on visits and excursions within and outside the local area.

10. Resources

Resources form an important part of curriculum delivery. Access to resources is sometimes a determining factor in classroom organisation. As part of their geographical work, all pupils have opportunities to use ICT and a variety of data, such as maps, statistics and graphs where this serves to enhance their learning. They also have opportunities to use the following resources: globes, maps, atlases, pictures, photographs, aerial photographs, compasses, measuring equipment, cameras and books. Most of these items are kept in the geography cupboard. There is a wide range of books available in the library.

11. The contribution of geography to other subjects in the curriculum

English

Work in geography provides opportunities for pupils to apply their language and literacy skills. The opportunities are identified in medium-term planning and teachers exploit them fully in lessons. At Key Stage 1, pupils are expected to extend their technical vocabulary; talk about what they see and read and communicate this in different ways. They are expected to look for similarities and differences and engage in finding out answers to questions about where and why. At Key Stage 2, pupils are expected to use technical vocabulary in their talk, reading and writing. They are expected to use the index of atlases in order to locate places. They apply their writing skills in reports and accounts for different audiences. They read fiction and non-fiction to find out about different places and apply their comprehension skills to drawing inferences and locating information which is particularly relevant to the work in hand. They use geographical language and draw maps and diagrams to communicate geographical information.

Mathematics

Geography provides an excellent context for mathematical investigations. In addition, many tasks in geography require numeracy skills such as collecting numerical information, data processing, data presentation. Pupils apply their numeracy skills in the use of grid references, distances and bearings in map work and analysis of data. Medium-term planning identifies clearly where links with numeracy should be made.

Computing

Computing is used to help pupils find things out, explore things that they would not normally be able to do and analyse and present information in different ways. They apply their computing skills in exploring the Internet, interrogating databases and locating information.

Spiritual development

Geography provides many rich opportunities for spiritual development, for example, to appreciate the beauty and scale of geographical features of the world in which we live, the influence of natural phenomena on our lives and in the lives of others. There are several opportunities included in the planning for pupils to discuss issues of ultimate concern, for example, the need for sustainable development and stewardship of the earth's resources. In doing this they develop a respect for the environment.

Personal social and health development

Personal development is encouraged through discussion of matters of personal concern relating to local, national and global environmental issues. Pupils are encouraged to express their own points of view and evaluate their own and others' impact upon places, people and environments. They develop the skills of reflection, observation, analysis and questioning and, in doing so, develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available. PSHE is fostered through activities which investigate the local area, for example how changes in transport locally have affected different groups of people. As a result, pupils develop empathy for other people and start to take into account the values and attitudes of other people and develop their own values and attitudes towards geographical issues. Geography contributes to cultural development by studies about places. Pupils find out about different traditions and activities of

people in other places and explore the similarities and differences between their own culture and that of others.