

OAKDENE PRIMARY ACADEMY

GEOGRAPHY POLICY



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Aims and Intent

This policy has been written to outline the aims, strategies and principles for the teaching and learning of Geography at Oakdene Primary Academy. At Oakdene we aim to stimulate children's natural curiosity and fascination about the world around them, through the teaching of geography of their own locality, the United Kingdom and the Wider World.

Our aim is for all pupils to see themselves as geographers and have a real passion for the subject and an enthusiastic engagement in its teaching and learning. We do this through a curriculum which provides our pupils with 'hands-on' experiences within and beyond the classroom and visits to develop fieldwork skills; as well as regular opportunities to work together collaboratively. We aim to inspire interest, enthusiasm and empathy towards the diversity in the world in which we live including the people, places and environments. We do this through the use of enquiry questions or 'Learning Challenges' throughout the planning and teaching process. We want our pupils to embrace the challenge/enquiry approach to their learning, including opportunities to undertake high-quality research across a range of geography topics.

Key Concepts

Our curriculum is underpinned by the four key concepts as specified in the National Curriculum. This is to ensure pupils develop a broader knowledge, deeper understanding and competently use progressive geographical skills starting from 'Understanding the World' in Early Years, to the geography of their locality, the U.K. & into the wider world in KS1 and then moving beyond their locality to include the U.K., Europe, North and South America in KS2. These concepts are reflected in our whole school progression of skills and key knowledge documents, alongside individual teacher planning for each year group.

Locational Knowledge

This concept involves being able to locate, name and identify characteristics of the U.K. including capital cities & counties, the 7 continents of the world specifically Europe, North & South America and understanding the positional features on a globe.

Place Knowledge

This concept involves understanding geographical similarities and differences by recognising the physical and human features of a small area (KS1) and a region (KS2) in the U.K. and a contrasting non-European country (KS1) and European country, North & South America (KS2).

Human and Physical Geography

This concept involves being able to use geographical vocabulary to describe physical and human features of places and countries and to identify the key aspects of physical and human geography including those not experienced in the U.K. such as earthquakes and volcanoes.

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Geographical Skills and Fieldwork

This concept involves building on EYFS knowledge of their own environment to using maps with simple keys and symbols in KS1 to a range of maps including digital/computing mapping in KS2. Fieldwork skills are continually developed not just in geography but across the wider curriculum including exploring in EYFS, observing in KS1 and measuring and recording in KS2 using a range of methods and equipment.

Curriculum Planning

The programmes of study for geography are set out year by year and directly link to the National Curriculum. Subject coverage and skills progression in each year group is outlined in the whole school knowledge and progression documents and is reflected in each year group's medium-term plans.

Geography is taught through both 'blocking' and 'cross-curricular' approaches to allow geographical links to be made, as well as links with and across other subjects. Careful thought has been placed upon the sequencing of content so that pupils build upon prior learning and make connections in their learning.

Furthermore, consideration has been placed on content to ensure places, people, geographical features & skills are taught at age-appropriate levels, to allow deeper thinking about the world in which they live. The curriculum is a progressive model so that by learning the content pupils will make good progress as they move through the school from Early Years to Year 6, developing geographical skills and becoming critical thinkers.

Through our curriculum we aim to develop pupil's ability to use geographical vocabulary accurately and understand the key concepts, with a deeper understanding of the Earth's key physical and human processes. They will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. The impact of this is for all children to realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet.

Geography is not only taught through discreet Geography lessons each week. Geography is present through carefully selected texts; fiction & non-fiction picture books in EYFS and KS1, whole class reading lessons in KS2 plus digital texts/videos using resources such as myON and Espresso. Also children learn about diverse figures in geography through weekly 'Picture News' discussions and by looking at key figures in developments of other subjects for example key historians and key scientists.

Key people in Geography

Each year group has a 'key geographer' linked to each of their geography-based topics. Careful thought and consideration have been given to these key figures to ensure there are a diverse range of people who are currently involved in the geography of our world today as well as adventurers and explorers from the past who made significant developments to the world we

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know today. These include a range of races, ages and genders to ensure that children see that anyone can pursue a future in the field of geography.

Teachers plan lessons to refer to these key geographers & their achievements and to inform children of careers available in geography so children are exposed to as many opportunities as possible that may be available to them.

Role of the Teacher

1. All Class Teachers are responsible for the planning, teaching and assessment of Geography. Teachers should encourage practical work, and ensure that meaningful experiences are provided for children in order to motivate and inspire learning. Cross curricular links should be made, where possible, to ensure learning is embedded, and skills are applied across subjects.
2. Geography Teaching should include focus on the four key concepts, as well as continuing to develop the geographical skills both in class and as part of fieldwork. There should be regular experiences of learning outside the classroom and where possible a trip/visitor to enhance the learning in a specific topic. These visits are often history/science based but the geography is interwoven in these subject areas.
3. Class Teachers are responsible for developing skills in Geography, as well as building upon knowledge. Assessment grids should be used to support this alongside conversations with colleagues, questioning and records of data to inform future planning.
4. Mark children's work following school marking policy to show that children's work is valued, and to inform assessment.
5. Ensure Geography is part of the learning environment through displays, resources and books in the libraries.
6. Teachers should assess children's attainment and progress in Geography. See later section on assessment.

Role of the Geography Subject Leader

1. Take the lead in policy development, and ensure the implementation of the National Curriculum.
2. To monitor the teaching and learning in Geography, to ensure consistency and progression throughout school.
3. To take responsibility for resources for each topic, to ensure experiences for the children are rich. For example: each country/topic studied has its own established box of resources & books. Generic geography resources like atlases are age-appropriate for each phase of the school including lower & upper KS2.
4. To keep up to date with developments in Geography through the Geographical Association (GA) and other sources.
5. To ensure displays around school raise the profile of geography and support understanding on people, places and human & physical features and processes within the world.

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CPD

Continuing professional development is one of the core elements of the subject leader's role. Oakdene subscribes to the Geographical Association. CPD, informed by formal research and the expertise of the geography-teaching community developed over decades, permeates much of what the staff can access, from conferences and events, to research, journals and guides. Geography is current and can change on a day-to-day, week-by-week basis so keeping up to date with news & developments in the world is imperative to ensure geography is taught effectively.

Assessment

Formative Assessment takes place in all lessons throughout the school. This is done through effective questioning, monitoring of children's understanding and through outcomes of work completed and the impact it has had.

The most relevant early years outcomes in relation to an EYFS geography curriculum comes from the 'Understanding the World' area of learning. Teachers make a range of observations which are documented in the children's learning journals. These observations feed into the STEPs assessment sheets. The new EYFS statutory framework will be implemented in September 2021 and we will review assessment procedures in light of these changes.

At the end of each topic, teachers in Year 1 - 6 will assess children's understanding based on statements set out in knowledge documents and at the end of the year a judgement will be made against the skills objectives outlined in the whole school progression document. This will be recorded on a document which will be passed through school to ensure future teachers can identify gaps, and support and challenge children where needed.

Reporting to Parents and Carers

Parent's consultations take part in Autumn and Spring Terms. Progress in geography will be shared through conversations and any support needed will be identified.

Written reports are sent to parents and carers in the summer term. Years 1 – 6 will report on Geography and Early Years will focus on 'Understanding the World' strand. Reporting will focus on skills and knowledge covered, attitudes & interest towards geography and achievements.

Special Educational Needs

Learning will be provided at differentiated levels to support all children. *High expectations are set for all learners, no matter what their starting point.* All children are entitled to first quality teaching and class teachers must ensure that children with SEND are supported.

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Identifying gifted pupils in geography

Children gifted in geography may:

- perform at advanced literacy levels for their age
- show particular skill at inference and deduction
- understand geographical concepts clearly and be able to apply to real situations
- use subject-specific vocabulary confidently
- communicate effectively across the curriculum areas both the written and spoken word
- identify their own geographical questions and establish sequences of investigation
- able to explain complex processes and interrelationships e.g. within and between physical and human environments
- enjoy using graphs, charts, maps, diagrams and other visual methods to present information
- contribute confidently and effectively beyond the classroom e.g. when participating in fieldwork
- relate well to other people by sharing their knowledge & understanding and being able to lead and steer discussions
- have well considered opinions on issues such as the environment and the inequalities of life in different parts of the world
- have a wide-ranging general knowledge about the world and be able to transfer knowledge from one subject area to another
- be creative and original in their thinking, frequently going beyond the obvious solution to a problem.

Rights Respecting Education

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.