

St Silas Church of England Primary Academy



Geography Policy



Geography Policy

Vision Statement

St Silas CE Primary Academy is committed to providing a high-quality Geography education which will inspire pupil's curiosity and fascination about the world and its people. Our curriculum will provide our pupils with the knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of Earth's key physical and human processes.

Policy Aims

- To provide a structured framework to support the scheme of learning created with teaching staff, allowing for progression and continuity across the school
- To allow a purpose and management of the geography taught and learned in the school

Purpose of our Curriculum

'Understanding the world around us, making sense of the way it is interrelated and considering how it might change in the future' Scoffhan, S. (2010)

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Pupils will study their local area, and contrast localities within the United Kingdom and other parts of the world.

Geography helps our pupils to gain a greater understanding of the ways of life and cultures of people in other places. The study of the local area forms an important part of the geography taught at our school. Enjoyable activities are planned to build upon the pupil's knowledge and understanding of the local area. Through our teaching of geography we aim to:

- stimulate the pupil's interest in and curiosity about their surroundings
- create and foster a sense of wonder about the world
- inspire a sense of responsibility for the environments and people of the world we live in
- develop pupil's competence in specific geographical skills
- increase pupil's knowledge and awareness of the world
- help pupils acquire and develop the skills and confidence to undertake investigation, problem solving and decision making

We hope that pupils will increase their knowledge and understanding of the changing world and will want to look after the Earth and its resources. We hope that they will begin to develop respect and concern for, and an interest in, people throughout the world regardless of culture, race and religion.



Programme of Study

EYFS

In the Foundation Stage the children are provided with a wide range of activities and opportunities as prescribed in the Early Years Foundation Stage Curriculum 'Understanding the World'.

By the end of Early Years, children will have had the opportunity to:

- People, Culture and Communities
 - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
 - Explains some similarities and differences between life in this country and life in other countries, drawing on their experiences from stories, non fiction text and - when appropriate maps.
- The Natural World
 - Explore the natural world around them, making observations and drawing pictures of animals and plants;
 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.;
 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

By the end of Key Stage 1, children will have had the opportunity to:

- Study their school, grounds and local area and contrast with another area in the United Kingdom and abroad, finding out about the physical features of the area and the people who live there using fieldwork and photographs
- Learn about and locate the main countries and cities within the United Kingdom and the seas surrounding, using maps, atlases and globes, as well as identify and locate the main continents and oceans around the world
- Carry out geographical enquiry inside and outside the classroom, observing and recording weather and identifying seasonal changes in the United Kingdom
- Be introduced to geographical vocabulary to refer to human and physical features of the environment

Bryom J, quite rightly argues that the early years non statutory curriculum provides children for key stage 1 and beyond.

By the end of Key Stage 2 children will have had the opportunity to:

- Investigate, compare and contrast a variety of people, places and environments in the United Kingdom and around the world using photographs, maps, atlas' and globes
- Discover how and why the earth is changing and how this affects them and future generations
- Identify and locate European countries and countries in North and South America, counties and cities within the United Kingdom and the significance of longitude, latitude and time zones
- Carry out geographical enquiry inside and outside the classroom, asking questions and using maps, atlas, globes and compasses linking to computing and other areas of the curriculum



It is essential that a broad range of ways of learning should be involved in understanding geographical knowledge, skills and concepts. Wherever and whenever possible the children should be given experience in the local and more distant environment. Visitors should be invited into school if appropriate.

In the Foundation Stage the children are provided with a wide range of activities and opportunities as prescribed in the Early Years Foundation Stage Curriculum 'Understanding the World'.

Teaching Approach, Access and Entitlement

Teaching, learning and geographical enquiry will be planned in line with the curriculum overview. The subject will be taught discretely over three half terms per year, however some units are double units to allow for depth and breadth of learning within that subject area. In Key Stage 1 and year 3 and 4, as year groups are mixed, a two-year rolling programme will be implemented from September 2020.

Pupil's will be sat in mixed ability groups following our Cooperative Learning approach, and a variety of teaching approaches such as whole-class lessons, group, paired and individual work and discussions are experienced by pupil's during their geography lessons.

We believe fieldwork and educational visits help to promote learning in all aspects of geography and we aim to incorporate it in all areas of the curriculum.

DIFFERENTIATION

Learning activities and resources will be directed towards the needs of pupils as individuals to enable all learners to progress and demonstrate achievement in line with the end of unit, end of year and end of Key Stage assessment outcomes. Each pupil is encouraged to work at age-related expectations. However, some investigations can be 'open-ended' to allow for differentiation by outcome, but most tasks will be targeted to individual or group requirements Those working above age-related expectations will use and apply their learning in broader contexts.

EYFS

In the early years children develop the foundations to this subject which will carry them through the remainder of their education. They begin to develop a sense of language and explore the meaning of different vocabulary through their own experiences at home, school and in books they read. Resources including fiction and non-fiction books, globes and atlases are provided in a range of different areas for the children to explore.

SEND

Special thought will be given to pupils' individual needs through task differentiation and in certain circumstances a Special Support Assistant may be available to provide in-class support. This may include pre-teaching of vocabulary and specific curriculum content at the discretion of the class teacher. Geography is often a more 'visual' subject and therefore we can use this to the advantage of our pupils. Geographical texts and sources are differentiated but only where appropriate and where necessary will be introduced to the children at an earlier stage allowing them to experience the content before their peers and with further adult support. Finally we are an inclusive school ensuring all children are included in the curriculum and any wider school activities.

VOCABULARY

As a school, we have a strong emphasis on the value of quality-first teaching in relation to subject specific vocabulary. Pupils will be exposed to a range of specific vocabulary outlined in the Geography Vocabulary List. This will involve children building a 'Word Wall' both in their books and on display in the classroom to explore the meaning and apply these new words to their learning.



BRITISH VALUES AND SCHOOL VALUES

Our British Values and School Values are identified within the Geography/History overview and will be embedded within each unit and the individual lessons taught. Pupil's will be encouraged to value and respect God's world and his people.

Assessment, recording and reporting

Pupil progress will be assessed and monitored throughout the year through normal teacher planning and organisation. Teachers will follow the school's Feedback policy for formative assessment and feedback.

Each unit of work will be assessed against the skills and knowledge outlined in the 'Knowledge Planner' created for each unit of work. This will be recorded on the 'Unit Assessment Grid' and handed to the subject leader. These assessments will be used to inform the subject leader on the progression of pupil's and the class teacher for future planning purposes.

At the end of the academic year, each child will be assessed against the 'End of Year Expectations'.

Parents are informed of their child's progress throughout the year through parent's evenings and via annual reports sent home in the summer term.

Resources (As of 2022/23)

<i>Resource</i>	<i>Amount</i>	<i>Year Groups</i>	<i>Location</i>
Phillips Infant School Atlas	16	KS1	Geography Cupboard
TTS Lower Primary Teaching Atlas	16	KS1	Geography Cupboard
Barefoot Atlas	6	KS1	One per KS1 classroom <i>(to be kept in class)</i>
Oxford Primary Atlas	16	KS2	Geography Cupboard
TTS Upper Primary Teaching Atlas	16	KS2	Geography Cupboard
Essential School Atlas – KS3	8	Upper KS2	Geography Cupboard
Collins UK in Maps	11	KS2	<ul style="list-style-type: none"> • One per KS2 classroom <i>(to be kept in class)</i> • 3 in the Geography Cupboard
Collins World in Maps	11	KS2	<ul style="list-style-type: none"> • One per KS2 classroom <i>(to be kept in class)</i> • 3 in the Geography Cupboard
World Map	6	KS1/KS2	One per year group <i>(to be kept within year group)</i>
UK Map	6	KS1/KS2	One per year group <i>(to be kept within year group)</i>
Colour and Clear Globe	6	KS1	One per year group <i>(to be kept within year group)</i>
Inflatable Globes		KS2	Mixture of 3 sizes per year group <i>(to be kept within year group and display)</i>
White Write On Globe		KS2	One per year group <i>(to be kept within year group)</i>
Compasses		KS1/KS2	Geography Cupboard



Non-Negotiables

- Printed unit overview stuck in books at the start of each unit - includes overview of aims and vocabulary which will be covered
- Word Wall with selected subject specific vocabulary for children to define and refer to throughout the unit of work - in books AND on display
- 100% books available children to use during all geography lessons
- Planning to be on the generic planning format and handed to the subject leader at the end of each unit
- World Maps/Globes to be accessible and on display in classrooms throughout the year
- Atlases and globes to be accessible for children during all geography lessons
- Quizzes and games based on knowledge and vocabulary within each lesson to review and recap previous learning including the introduction of Mappingo in each lesson (following on from staff meeting in September 2022).
- Assessment grid to be completed at the end of each unit and a copy handed to the subject leader
- Teachers to engage with appropriate Royal Geographical Society/Geographical Association when planning units of work

Leadership

The Geography Subject Leader will:

- scrutinise planning and books
- audit resources
- examine CPD and provide support where appropriate for staff
- observe lessons and model exemplar lessons
- write and implement the geography action plan
- deliver staff meetings and training
- speak to pupil's, staff, governors and parents about geography teaching and learning
- ensure they are engaging in current research and relevant associations to improve their leadership skills and subject knowledge

REVIEW

This policy was written by the geography subject leader in May 2022 and is based on the school's understanding of the geography national curriculum, the needs of our pupil's, parents and our local community. Advice and support has been provided by school advisors and consultants in order for our curriculum to be of the highest standards for all our pupils. It will be reviewed by the subject leader in May 2023 who will collect and collate the experiences and ideas of colleagues and pupils.

