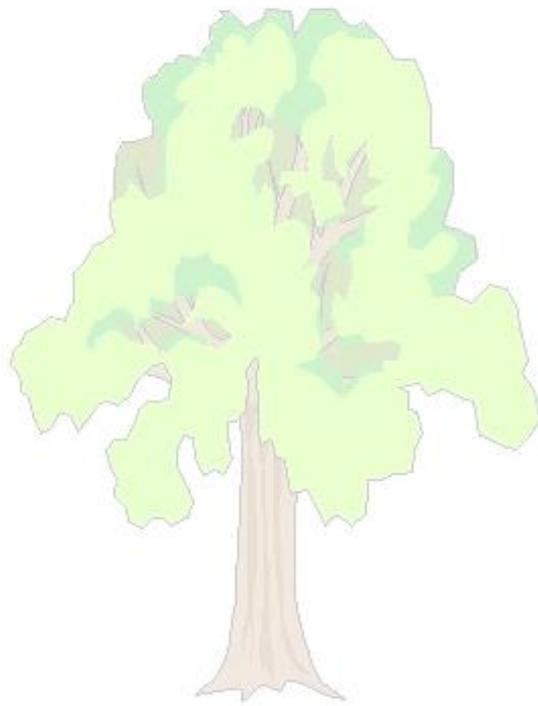


# Geography Policy



Policy Date: October 2019

Ratified by Governors on:

Review Date: September 2020

Policy created by: Kirstin Wright

*At Senacre Wood, we deepen learning through first hand, challenging and relevant experiences. Our ambitious, enquiry-focused curriculum promotes our core school values:*

**INDEPENDENCE: We think for ourselves**  
**COLLABORATION: We share our ideas and support our peers**  
**CURIOSITY: We explore and experiment**  
**RESILIENCE: We take risks and persevere**  
**REFLECTION: We reflect on our learning**  
**INNOVATION: We create and innovate**

*We believe that all pupils deserve the opportunity to acquire and retain key knowledge through learning experiences that lead to consistently high levels of pupil engagement and achievement.*

#### Non-Negotiables in Geography

- Clear pupil speak 'I can' learning objectives with differentiation for all abilities used within the success criteria provided.
- Activities planned encourage the development of skills as well as expert knowledge and retained understanding.
- Inclusive classrooms for all learners.
- Pupils clearly understand what they are learning and how it links to previous knowledge.
- Opportunities are given to assess, feedback and move pupils' learning forward throughout a lesson.
- A range of questioning techniques used throughout the lesson.
- Pupils are involved in accurate self and peer assessment both verbally and in books.
- Books indicate progression in learning and pride in work
- Opportunities for group, pair and individual work are given.
- Use of the school's teaching and learning policy in all lessons

#### **RATIONALE**

In EYFS and Key Stage One, the classes lay down the foundation of geographical skills by using familiar locations as a vehicle which can then be linked with any existing knowledge. The child-led theme of 'Seasides' in EYFS allows Year 1 to build on builds on a theme from EYFS but looks at local geography of seasides. Year 2 apply their knowledge of continents and oceans from the historical enquiring of 'Flying' in a cyclical pattern when they look at a non-European country, which links to our staff decision in Term 6 of using Geographical understanding to underpin other areas of the curriculum.

All classes carry a local area study:

Year 3: Plant sampling and land use outside the school grounds.

Year 4: Water quality in local streams. (Links made with surviving on board Sir Francis Drake's journey to the Caribbean islands- this also highlighted that we would need a second geographical enquiry after the history here.)

Year 5: Local environment litter study.

Year 6: A traffic study. Safe routes to school – independence on the roads linking to transition points at the end of the year on walking to secondary school which builds on road safety SMSC learning. A second geographical enquiry which explores comparative investigations into deforestation and the building on green belt land in the local area.

The above planning links back to the Pupil Voice Survey and the children's wish to be much more practical in the geography classroom- all years have a field work study which is relevant and familiar to children's lives. As a staff, we felt it was important to use resources to illustrate progression through the curriculum too. We reviewed our maps, atlas and compasses. For example, in map work progression: Key Stage 1 begin with drawn maps moving onto maps of the local area, country and county outline, with Lower Key Stage 2 utilising maps for orienteering work and using keys and the subject specific terminology of ordnance survey maps in Upper Key Stage 2. Our atlases consist of infant, junior, Key Stage 3 and 'real' atlases, to provide children with challenging vocabulary to explain geographical issues.

We looked at our own geographical knowledge, joining the Geography Association and signing up for webinar course on specific concepts being taught through the school. This will aid our understanding of the depth and breath of the enquiry being led in specific year groups. Our skills progression document breaks down the National Curriculum expectations into pupil 'I can' statements in order for pupils to be able to speak about

their learning confidently. We also felt that geographical was an excellent opportunity to challenge worldwide stereotypes: when planning we made links to GLP research that the school undertook eighteen months ago which was led by our Inclusion Manager.

### **National Curriculum**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **Aims**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Principles of teaching and learning**

The same principle of teaching and learning across the curriculum, also apply to the teaching and learning of Geography. These are outlined in the Teaching and Learning Policy. In addition, each teacher is given broad guidance on the teaching of the major religions covered in the long term plan.

Geography is usually taught as an enquiry unit. The investigation format implements the principal aim of Geography, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. An overview of the areas of study through which pupils will be working can be found in Appendix A.

### **Learning Experiences**

These may include:

- Handling artefacts.
- Sharing personal experiences.
- Visiting local places for fieldwork.
- Role play.
- Meeting members of the community in school.
- Enjoying time to reflect and evaluate.

### **Differentiation and Special Educational Needs**

Although the learning objectives are statutory, we acknowledge that when taking account of these, some objectives may take longer to achieve than others, depending on children's varying abilities. Productive repetition of some ideas will be vital for reinforcing each concept, and vocabulary used when teaching needs

to be checked against understanding. We understand that practical experiences are the most valuable educational tool and are essential for pupils with special educational needs.

A wide variety of experiences such as visiting local places, receiving visitors, handling maps and artefacts, self-expression and role play need to be arranged for these pupils to make the most of their learning.

### **Resources**

Senacre Wood Primary School has a wide and varied range of resources and artefacts to support teaching and learning in all year groups and are stored in a central area.

### **Assessment of Geography**

Senacre Wood Primary School will be using the assessment spreadsheets created at the start of this year to assess whether children have mastered the skills and knowledge set out in the skills progression document. All assessment will be made in line with the school's assessment policy.

### **Feedback in History**

All children are entitled to regular and comprehensive feedback on their learning to enable them to become reflective learners and help them close the gap between current and desired performance. We take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols and written feedback given to reflect the age of the children. All teachers will mark work and give feedback as an essential part of the assessment process. This could be in a written or verbal form. All feedback will be given in line with the school's feedback and marking policy.

### **Homework**

At Senacre Wood Primary, we believe that homework consolidates and extends the work undertaken in the classroom, promotes the development of good learning behaviour and develops the skills for children to become independent learners. Children will be given an enquiry based take away homework sheet at the beginning of the term with a variety of activities linked to the big questions of the term. These activities need to be shared with teachers every week and completed by the end of term.

### **Monitoring**

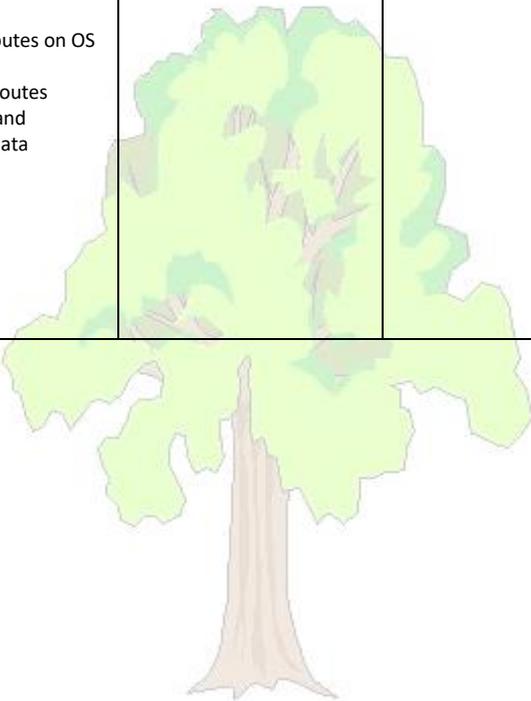
Monitoring will be undertaken in line with the humanities action plan. This will include enquiry book scrutiny, drop ins, formal observations of NQTs with SLT and informal meetings where necessary.

### **Role of the Geography Subject Leader**

- To lead in the development of geography throughout the school.
- To monitor the planning, teaching and learning of geography throughout the school.
- To help raise standards in geography.
- To provide teachers with support in the teaching of geography.
- To moderate teachers' assessment.
- To monitor and maintain high quality resources.
- To keep up to date with new developments in the area of geography.

## Appendix A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS</b>	Ourselves	Food and celebrations	Traditional tales	Spring growth	Minibeasts	Jobs/around the world
<b>Year 1</b>			The UK – 4 countries, capital cities and seas		Coastal Features	
<b>Year 2</b>	<b>Locational Knowledge</b> Name and locate the world's seven continents and five oceans	<b>Geographical skills &amp; fieldwork</b> Use simple compass directions to describe the location of features on a map Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features Devise a simple map Use and construct basic symbols in a key	<b>Geographical skills &amp; fieldwork</b> Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features		<b>Place Knowledge</b> Understand geographical similarities and differences through studying the human & physical geography of a small area of the UK, & of a small area in a contrasting non-European country  <b>Locational Knowledge</b> Name and locate the world's seven continents and five oceans	
<b>Year 3</b>	Link to science concept of rocks, where specific rocks and fossils are found	<b>Locate Rome on a map and places the Roman's conquered</b>	<b>Natural disasters, conduct research into countries that have earthquakes and volcanoes, case studies into such countries</b>	Locate European countries on a map Research into European countries Identify human and physical features Map work	Field work into plants in the local area	Link to science concept of rocks, where specific rocks and fossils are found
<b>Year 4</b>			Pupils will locate the West Indies and identify the countries that form it.  Pupils will also compare the West Indies with the UK and think about how both areas have changed over time.	Pupils will learn about the key aspects of the water cycle. They will look at the effects that water has on landscapes, people and the environment.		
<b>Year 5</b>		Pupils will have the opportunity to learn about different time zones and why they arise.	Pupils will be locating different mountain ranges around the world (including the UK) and comparing the			Pupils will be using their map skills to plan a route using OS

		They will also be identifying latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.	human and physical differences based on their locations.			maps. They will then walk this route and carry out a fieldwork study on litter within the local area. This will link with Kensuke's Kingdom where they will be learning about litter on world beaches and considering if humans have improved the environment.
<b>Year 6</b>		<b>Is my route to school safe?</b> Planning routes on OS maps Following routes Collecting and resending data			<b>Rainforests</b> Locating rainforests on maps using 6 figure grid references Compare the deforestation of the rainforests to local building on brown/green field sites	

Senlacre Wood  
 Primary School