

Geography Policy

Norman Street Primary School



Approved by Governors:

Chair of Governors: Rev K Teasdale

Acting Headteacher: K Hodges

Date: October 2022

Review Date: October 2023





Norman Street Primary School

Geography Policy

Geography is a valued part of the curriculum at Norman Street Primary School as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place and environment. In Geography pupils learn the skills of understanding a locality and how and where people fit in to its overall structure. Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

Our Aims

Through teaching of Geography we aim to:-

- stimulate pupils' interest and curiosity about their surroundings
- increase their knowledge and understanding of the changing world
- encourage pupils to ask questions and propose solutions to environmental problems
- foster a sense of responsibility for the Earth and its resources.
- develop pupils' competence in specific geographical skills

Through Geography we can also:

- improve pupils' skills in English, Maths and ICT
- develop pupils' thinking skills
- promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- develop pupils as active citizens

Curriculum

Early Years

Within the Early Years Foundation Stage, Geography is included as part of 'Understanding the World'- People, culture and communities and The natural world. Through their own experiences, observation, discussion, stories and non fiction texts the children learn about:-

- their local environment.
- similarities and differences between different religious and cultural communities in this country.

- similarities and differences between life in this country and life in other countries.
- similarities and differences between the natural world around them and contrasting environments.
- important processes and changes in the natural world around them, including the seasons.

Key Stage 1

During Key Stage 1, our pupils start by learning about the human and physical features in their local area and contrast this with a rural area. They then move on to contrasting an area in the UK with an area abroad. They also learn about the human and physical features of a coastal area. 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

In Key Stage 2 our pupils move on to learning about the wider world from Cumbria to regions in Europe, and North and South America. They investigate a variety of people, places and environments and start to contrast and make links between different places in the world. They find out how people effect the environment and the wider impact on the planet. The children develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They develop the appropriate practical skills associated with geography, including using suitable vocabulary, fieldwork techniques and the use of maps, plans and atlases. They also learn to use secondary sources of information with accuracy, including aerial photos and satellite images.

Planning

We have recently adopted the Unity Curriculum to improve our planning and delivery of the Geography Curriculum. Geography is taught in blocks to achieve a better depth in learning.

Teachers plan half termly, in year group teams. They use the whole school plan to inform them of the National Curriculum links and which Unity Learning modules to use. Teachers can also refer to a list of learning objectives for each strand of the Geography programmes of study.

Teaching and Learning

As a school we have moved away from topics to subject specific teaching. Geography is now taught in blocks to allow for more thorough and in-depth learning.

The Unity Curriculum is underpinned by the Cognitive Load Theory. This focuses on limiting the number of new concepts taught in each lesson to avoid overloading students, which leads to less retention of learning. During lessons teachers focus on how to best help students retain their learning. Revisiting areas of learning regularly is key. Strategies such as, modelling and practise and cumulative quizzes are frequently used. Knowledge organisers and vocabulary grids are used for each learning module and provide pupils with a quick and easy reminder of previous learning.

iPads are also used effectively as a tool to practise new concepts and reinforce learning.

Working walls, in each classroom act as a silent guide to learning.

Teachers also use the Curriculum Visions website to enhance our teaching of Geography. This is an excellent resource, which provides a variety of texts and videos, which helps bring each area of learning to life.

When recording their work in their books our students are expected to produce the same standard of writing as in their English books.

The mode of working in Geography is a mix of class teaching, cooperative groups and individual work. Groups are usually of mixed ability and are encouraged to communicate their findings in a variety of ways.

Fieldwork is a purposeful and integral part of the curriculum with residential experiences from Year 3-6 .

Year 3 –Ratlingate Year 4-Newcastle Year 5-Lake District Outdoor Centre.

Year 6-London

In Key Stage 1 we use the local area effectively to teach different aspects of Geography. This includes- Local Allotments, Talkin Tarn, Croft Farm and Watch Tree Nature Reserve.

In Foundation the children go for a walk in the local area and visit the city centre library. We have also recently organised a series of day visits to a forest school during the Spring term. It is hoped that this could be rolled out across other year groups in the future.

Assessment and Reporting.

Formative assessment is continually carried out during lessons through observation, pupil conversation and response to their learning, as well as their written work.

From Foundation Stage, children are encouraged to self assess their understanding of their work by circling a face on their objective sticker. Teachers then place a tick under the appropriate face. In Key Stage 2 pupils regularly carry out peer assessment.

Teachers record their pupils' progress in Geography termly, or at the end of a learning module on our foundation subject tracker, using numbers 1-3, next to the appropriate objectives.

1- Working to 2- Expected 3- Exceeding

Progress in Geography is reported to parents during our termly parents evenings. Attainment and Progress in Geography are reported to parents in our final formal reports at the end of the year as: Working to Expected or Exceeding .

Entitlement and Equal Opportunities

Geography is a foundation subject in the National Curriculum. The fundamental knowledge skills and understanding are set out in the National Curriculum programmes of study –See Appendix 1

All pupils are entitled to access the geography curriculum at a level appropriate to their needs, arising from race, gender, religion, social background, culture or disability.

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Reviewed: October 2022

Written by Pam McCaig

Role of the Geography co-ordinator:

1. Support colleagues in teaching the subject content.
2. Renew, update and complement resources needed to deliver the curriculum, within budget restraints.
3. Audit current practise through lesson observations, book scrutiny and pupil group interviews.
4. Develop assessment and record keeping, to ensure progression and continuity.
5. Keep abreast of developments in Geography education and media usage.

Resources

All resources for Geography are located in the main resource cupboard. Each class should have a globe, a set of atlases and appropriate maps for their year group.