

Geography Foundation Subject Policy

Intent

"The study of Geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

Barak Obama

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.
(NC2014)

WE CAN provide teaching that develops knowledge and skills so children can learn and progress effectively

It is our intent to provide a high quality geographical education to pupils which matches the requirements of the National Curriculum and EYFS. We intent for children learn about the places closest to them first before expanding this to find out about places which are farther away. It is our intent that Geography includes memorable chocolate chip events and educational visits.

WE CAN offer enriching activities, events and experiences

Geography sometimes features in Whole School Days or Junior leadership days including work on the environment and on nations around the world.

We sometimes offer an outdoor learning club to encourage children to understand, appreciate and enjoy the world around them.

WE CAN work together to remove barriers and ensure equality

It is our intent that the most able learners are encouraged to explain Geography on a deeper level. Scaffolding, support and appropriate differentiation is embedded into each lesson including for children with SEND if required. Children who speak English as an additional language may receive pre-tutoring to embed the necessary language for lessons before they take place.

WE CAN build independent and resilient learners who are able to communicate confidently

It is our intent that Geography units are structured towards a final outcome where children are encouraged to apply what they have learnt independently.

When developing new skills, children are supported to persevere, build resilience and maintain a growth mindset.

Geography lessons present children with many opportunities to develop communication skills e.g. through their knowledge and application of geographical language.

WE CAN listen to and treat each other and all members of the community with respect, tolerance and concern

It is our intent that through our *Geography* teaching that children are reminded that although the people, places and customs they learn about in *Geography* may be different to what is familiar to them, they must be respectful of and tolerant to these. Learning in *Geography* supports children's understanding of their own place as a global citizen and the positive contribution that an individual can make.

WE CAN recognise ability, maximise potential and prepare children well for their future and life in modern Britain

It is our intent that through our *Geography* teaching and learning children are enabled to understand the world in which they live and their place as global citizens.

Our curriculum embeds the knowledge and skills that children will need as a foundation for further geographical study at secondary school.

An interest in *Geography* at primary school may lead children into environmental, scientific or sociological career paths in their adult lives. It is our intent that an interest in *Geography* at Grendon may lead to jobs in travel, tourism or geology.

Implementation

Roles and Responsibilities

- The Class teacher is responsible for delivering *Geography* learning as outlined in the curriculum
- The *Geography* subject leader is responsible for
 - Updating unit plans in response to annual evaluations
 - ensuring all resources for teaching are available and well organised,
 - offering support with *Geography* teaching and learning,
 - maintaining an oversight of assessment outcomes,
 - monitoring the quality of teaching and learning,
 - keeping up to date with the latest best practice *Geography* teaching.
- The Curriculum Manager is responsible for supporting the *Geography* subject leader in their role.
- The Academic Lead is responsible for ensuring progression and continuity across the school.
- The Headteacher is responsible for overall academic provision and performance.

Organisation

Geography teaching is blocked. 2 units are taught each year. Units cover four key aspects of *Geography*: locational knowledge, place knowledge, human and physical *geography* and *geography* skills/fieldwork. In the EYFS *Geography* is addressed through the Understanding the world area of learning and children have opportunities to access maps, pictures and puzzles from different areas in the world to play with.

The units are outlined as unit plans in the Curriculum Document.

Geography is included in the annual cycle of homework projects. This allows children to engage in project based design work at home with their families.

Teaching and Learning

A *Geography* unit should always finish with independent application process so that children can share and prove what they have learnt throughout the unit. All work throughout the unit should build towards this and children should be clear of this goal.

Best practice is for *Geography* lessons to include practical tasks and activities and to be shown real photographs of the world to show a real life context.

Modelling:

A varied range of models, examples and images should be used for exploration or to demonstrate cultures from around the world.

Modelling of how to complete tasks should form part of the teaching process.

Scaffolding:

To enable all children to develop from their starting points, scaffolding strategies should be used to enable children to complete an increasingly challenging standard of work with increased independence.

Differentiation:

Children of all ability levels should be supported to access *Geography* work and to record their ideas in an appropriate way. Modifications to all tasks including the use of different apparatus or additional adult or peer support may be appropriate.

Lower ability children may be asked to share their ideas verbally or have a simpler proforma for recording.

To extend the most able children, tasks may be modified to require additional explanation or alternatives.

Skills:

A focus on vocabulary is essential in *Geography* teaching. New vocabulary should be introduced and explained to children as a priority. Children will have opportunities to use this appropriately in context.

Children will develop team work skills and resilience as well as communication skills when presenting their independent application. They will learn geographical and fieldwork skills that they can apply to their everyday lives.

Cross Curricular Opportunities:

Opportunities for cross curricular maths, writing or reading and for the use of technology should be embedded in learning regularly.

Planning Process

Unit Plans:

A unit plan showing content and progression is provided to staff in the Curriculum Document.

Vertical links allow *Geography* learning to build progressively between year groups. Where links exist to prior learning, teachers should reference this during teaching.

Horizontal links allow children to link their *Geography* learning to other subjects in their year band.

Diagonal links allow children to link their *Geography* learning back to other subjects covered in earlier year groups.

Opportunities to make the best use of the school grounds and the local area are exploited whenever possible in *Geography* lessons.

Mapping:

Teachers delivering the unit will map out the content across the number of lessons available. The *Geography* subject leader is available to offer advice on Medium Term Planning.

At this point, class teachers must identify which resources will be required, check what is available and make a request to the *Geography* subject leader for any additional resources required.

Lesson Planning:

Teachers then plan individual lessons to deliver the required content.

Lesson plans should contain differentiation as appropriate to the children. The focus for lessons should be on the *Geography* knowledge and skills.

Resources

Atlases/maps are stored in the cupboard. Globes and wall maps should be displayed in each class throughout the school year.

Please keep all resources tidy and clean as you find them.

Health and Safety

Some fieldwork in Geography will include an element of risk. In these instances, class teachers should identify the best ways to mitigate risk e.g. by setting clear expectations or increasing the level of adult support. Risk assessments should be written before taking children off site. Teachers must discuss any health and safety concerns with a Senior Leader and make parents aware of risks/letters and costs for educational visits well in advance.

Equality and Inclusion

Geography teaching will be accessible to all children and challenge them appropriately. Where children need additional support this may be provided through scaffolding or adult support as part of universal provision.

Recording

Children from Year 1-6 have a Geography exercise book in which they are able to record any of their own individual work. It is appropriate to include any drawings/photographs/research and independent application into books.

When children work in a group, large paper sheets is often an appropriate mechanism.

Class teachers may choose to have a class working wall display during the course of a unit. Key vocabulary and reference to the unit end point should be included.

Impact

By the end of their time at Grendon Primary School children will have been exposed to a wide range of geographical language, knowledge and understanding of the wider world. They will understand where they live in the United Kingdom and where this is in comparison to the rest of the world. They will be able to research different countries and ways of life around the world. They will demonstrate map skills, and take part in field work in their local area.

Children may be inspired through their Geography lessons to pursue a future career in travel, teaching or perhaps as a geologist.

Assessment

Assessments are made at the end of each unit. Class teachers refer to the assessment criteria referenced on unit plans and make a judgement on which children are meeting the expected standard, below the expected standard or exceeding the expected standard.

The Geography lead will analyse the data and identify strengths, weaknesses and any identify areas where additional support is needed.