

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 EYFS and the National Curriculum.

Geography begins in the early years where it is delivered through the understanding the world strand of the curriculum. Children in EYFS learn about where they live in the world by using maps, looking at pictures and exploring their local area. They begin their geographical learning here and build on this throughout their time at Grendon.

In KS1 and KS2, Geography is taught in two blocked units each year. Content from the National Curriculum has been divided between the year bands to ensure a progressive curriculum. All strands of learning are taught.

We intend for children to learn about the places closest to them first before expanding this to find out about places which are farther away.

Links between subjects strengthen and support pupils' knowledge and understanding. Cross curricular reading, writing and maths is embedded across the curriculum.

Vertical links embed learning in the same subject across year groups for example in KS1 children will revisit their Y1 learning about the UK when exploring the weather in Y2.

Horizontal links, link learning in the same year group but within different subjects. For example when children in Y5 learn about the Mayans in History this links to their learning to investigating about Brazil in geography. In Y4 children learn about natural disasters in Geography and this is revisited when they complete mixed media art work inspired by natural disasters.

Diagonal links link learning in a different year group with another curriculum area for example in Y4 children learn about the water cycle in Science and then this is linked to Y5 geography where children will learn about rivers.

It is our intent that geography includes memorable teaching moments.

In Year 5, an educational visit to Forge Farm in Sandwell Valley enables children to complete a river study.

In Year 4 children take part in a Parent Share Session all about earthquakes and volcanoes. In Year 1 and Year 3, children use their fieldwork skills to explore their local area visiting the canal and the Maypole.

WE CAN offer enriching activities, events and experiences

We offer an outdoor learning club to encourage children to understand, appreciate and enjoy the world around them. Residential visits enable children to explore different parts of the UK and to take part in outdoor activities.

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. Pupil premium are supported in their geography lessons by targeted questions and support in class by TA and class teacher.

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 teamwork or the application of geographical knowledge or 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 role as global citizens.

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

It is our intent children may be inspired through their geography lessons to pursue a future career in travel, environmental management, teaching or perhaps 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.

Subject Organisation

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.

In KS1 and KS2, Geography teaching is blocked. 2 units are taught each year. Units cover four key aspects of geography specified in the National Curriculum:

- ☀ locational knowledge,
- ☀ place knowledge,
- ☀ human and physical geography
- ☀ and geography skills/fieldwork.

The units are written 'in house' and 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.

Planning Process

Unit Plans:

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

Medium Term Planning:

Teachers delivering the unit should annotate unit plans to map out the content across the number of lessons available. The geography subject leader is available to offer advice on Medium Term Planning. Plans should be made to embed any educational visits, expert led workshops or Parent Share sessions into the unit.

Lesson Planning:

Teachers then plan individual lessons to deliver the required content. The focus for lessons should be on the geography knowledge and skills.

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.

Lesson level planning should be completed on SmartBoards.

Lesson plans should include plans for adaptive teaching as appropriate to the children. Opportunities to make the best use of the school grounds and the local area are exploited whenever possible in geography lessons.

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.

Teaching and Learning

At Grendon a good geography lesson will include a recap on previous learning, introduction of new vocabulary and contain elements of quality first teaching from our 5- a day approach. Children would explore their geographical knowledge using their fieldwork skills and resources appropriate to the unit.

Best practice is for geography lessons to include practical tasks and activities and to be shown real photographs of the world. Some written recording is appropriate and there are many opportunities to embed cross curricular maths, reading, writing and technology skills.

5 A Day

We use the 5 a day approach throughout Geography teaching.

☀ Explicit Instruction:

- Teachers should model how to complete tasks should form part of the teaching process.
- 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.

☀ Cognitive and Metacognitive Strategies:

- A varied range of models, examples and images should be used for exploration or to demonstrate cultures from around the world.
- Lessons should include opportunities to review previous learning as this supports the transfer of knowledge to long term memory.

☀ 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. This should be gradually removed.

☀ Flexible Grouping

- Teachers should respond to pupils strengths and group accordingly in lessons.

☀ Technology

- Video or APPs such as Google Earth can be effective tools to 'visit' places around the world. Internet research of places forms an important geographical skill alongside more traditional books.

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.

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.

Cross Curricular Opportunities:

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

Resources

A range of resources including atlases and maps are stored in the Geography cupboard. Globes and wall maps should be displayed in each class throughout the school year. Some classes have additional resources for their specific units. These are detailed on unit plans.

Recording

Work from children in the EYFS is recorded on Tapestry. 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.

Impact

By the end of their time at Grendon Primary School children will have been exposed to a wide range of geographical language. They will have developed their 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.

Assessment

Formative assessments are made throughout teaching and are used to adjust lessons ensuring an appropriate pace and challenge. Summative 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.

Assessments are used by class teachers to inform future teaching and learning. The Geography lead will analyse the data and identify any trends, strengths or weaknesses. Areas where additional support is needed are identified and plans and adjustments to enable this are made.