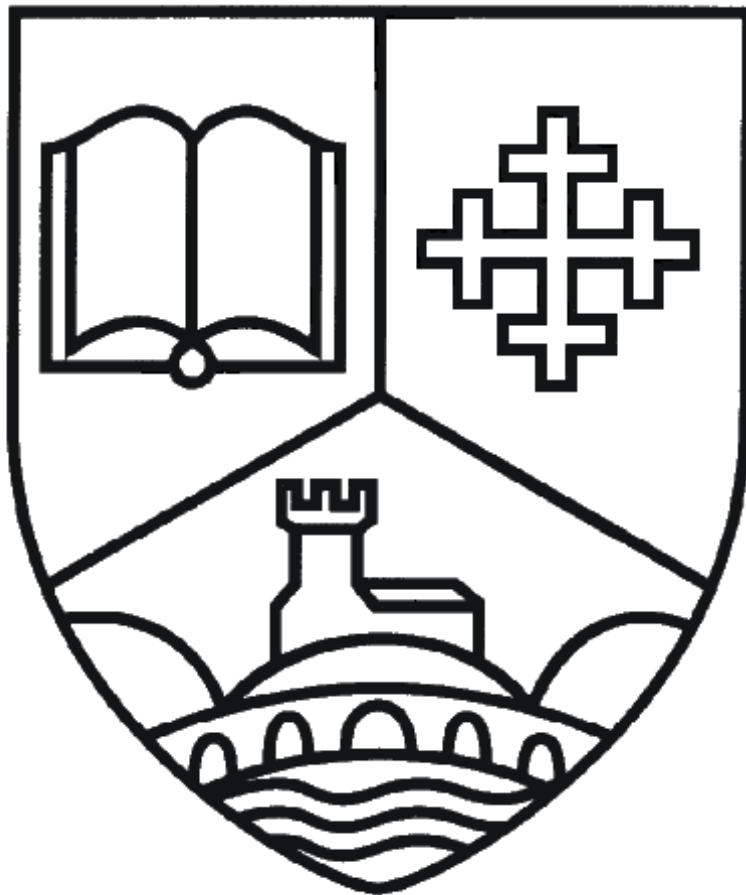


# **Bidford-on-Avon CE Primary School**



## **Policy for Geography 2022**

## 1. Introduction

This policy outlines the teaching, learning and management of the Geography Curriculum at Bidford-on-Avon C of E Primary School. The school's policy for Geography is based upon the National Curriculum for Key Stages 1 and 2. This policy has been drawn up to reflect our whole school approach to Geography and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of the Head Teacher and teaching staff.

## 2. Purpose of study, intent and aims

A high quality geography education should inspire in pupils a curiosity and fascination about the world and its people. Pupils should be equipped 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.

The study of Geography involves our pupils exploring the relationship and interactions between people and the environments which they and all life on Earth depends.

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

- develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics.
- understand the processes that give rise to key physical and human geographical features of the world.
- are competent in the geographical skills to: collect, analyse and communicate with a range of data.
- are able to interpret a range of sources of geographical information.
- communicate geographical information in a variety of ways.

## 3. Teaching and Learning

At Bidford-on-Avon Primary School geography national curriculum objectives are taught discretely with relevant links made to the wider curriculum. Opportunities for learning are also drawn from outside agencies and visits to places of interest. We believe that pupils are best served being taught the best possible content, within discreet curriculum areas. Our curriculum is knowledge-rich and disciplinary/subject-based focussing on the key knowledge, vocabulary and skills. As appropriate contextual links are made across other curriculum subjects to provide meaning and context for learning e.g. geography linked to Europe and WW2 history; botanical art linked to a geographical study of the Amazon.

The use of rich questioning, well -pitched exposition, discussion, research, enquiry, collaboration, field work and the development of listening, communication, thinking and problem-solving skills encourages pupils' curiosity and self-directed learning. Targeted feedback and formative assessment support the enrichment, broadening and deepening of pupils learning.

We use a variety of teaching and learning styles in our geography lessons, combined with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, satellite images, statistics, graphs, pictures, and aerial photographs, using computer based activities where relevant. Computing is used to measure, collect, sort and present data; to sense and record changes in the environment; to conduct research and to develop mapping skills and model changes in the environment. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue. Geography teaching and learning should be an enjoyable, creative and stimulating experience for pupils and teachers alike. At the beginning of each unit of work there is a creative start which grabs pupils' attention and provides an engaging introduction to each topic. Children are often involved in exciting themed based days to launch a project and to provide 'hands-on' learning.

At Bidford we believe that geography should be meaningful and embedded in the children's experiences. The curriculum should involve practical experiences, engaging resources, creativity and personalised learning, and is complemented by maintaining a strong focus on topicality which ensures that pupils are fully aware of what

is going on in the world around them. We give the children opportunities to participate in field work activities using the school grounds and local area.

At Bidford-on-Avon Primary School our aim is to deliver a geography curriculum which can be accessed by all pupils. The curriculum should engage and inspire learners whilst conforming to, but not being limited to, the National Curriculum. We recognise the fact that in all classes there are children of different abilities in geography we aim to provide suitable and challenging learning opportunities by differentiating tasks, giving additional support to individuals or groups and allowing extensions to geography work through independent research, creativity and problem solving.

#### **4. Curriculum Planning**

Geography is a discrete subject within the National Curriculum for both Key Stages 1 and 2.

Geography curriculum planning is organised in three ways, long term schemes of work, medium term and short term planning. (See curriculum policy). Curriculum maps also outline the whole curriculum studied each year at each phase.

Long term schemes map out the elements of the Geography programme of study studied each year for KS1, LKS2 and UKS2. Schemes identify the relevant geographical content, key objectives and key vocabulary studied in each unit of work. Supporting Progression maps also outline the key learning to be attained at the end of KS1; lower KS2 and Upper KS2. Geography objectives are also taught within history, supporting pupils understanding of the historical environment and geographical context.

Medium and short term planning builds upon their prior learning and long term schemes detailing the aim, content, key vocabulary, key knowledge, resources, assessment milestones, cross-curricular links and cultural capital and series of differentiated lessons taught over each unit of work, relevant to the Key Stage and class. All planning is completed on standardised planning proformas to ensure consistency in content and expectation.

In KS1 pupils develop knowledge about the world, the United Kingdom and their locality. They understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. This knowledge and understanding is extended at KS2 beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features.

A knowledge organiser identifying the key knowledge and vocabulary for the topic is also sent home to parents and used by children to support and focus their learning.

The timing allocated to teaching Geography each term is outlined in the curriculum policy.

As we have a combination of single and mixed year group classes, planning is done as part of a 2 year rolling programme. This ensures children have complete coverage of the national curriculum and do not have to repeat topics.

Geography is delivered as individual and blocked lessons. Blocked lessons provide consistent time for pupils to develop, review and adapt pieces of work within a sustained time frame, whilst individual lessons might focus on developing a key skill or knowledge about a place or geographic topic .

A range of geography resources including maps, globes and displays linked to the weather and compass directions are displayed around school to provide a stimulus to pupil's curiosity, discussion and engagement in the learning environment.

### Early Years Foundation Stage

Geography within Early years is covered under 'understanding the world'. We use planned themes alongside first hand experiences and capitalise on un-planned moments that present themselves to talk about places and communities and to develop an appreciation of the world in which they live in. children find out about and identify features in the place they live and the natural world. They talk about the features they like and dislike about their environment.

### Cross-Curricular links.

At Bidford we believe it is important that meaningful links are made with other curriculum subjects. Where appropriate, geography is taught within other topic areas in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2. English, maths, science, art, design and technology all have an important part to play in developing geographical skills. Geography also provides opportunities to develop pupil's cultural, social and economic understanding and to recognise issues of sustainability and the effect of human activity on the environment.

### Well-being and SMSC

We provide an education that gives pupils opportunities to explore and develop their values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of social and cultural traditions and an appreciation of the diversity and richness of other cultures, including British Values of democracy and equality.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this are planned in each area of the curriculum. Geography introduces pupils to the richly diverse nature of human life, the environment and features of our planet. It introduces them to the moral and cultural issues related to human development and its impact on communities, the environment and climate. In looking at both physical and human geography it supports pupil spiritual development as they wonder and question the scale and diversity of human society and the processes that support the Earth's structure and environments.

### Community Cohesion and British Values

Through our Geography planning, links are made to British values by looking at the importance of geography in our local area and how this has impacted the local community's development and the wider nation. For example, how communities develop over time, how people engage and sustain their community; how democracy supports the development and management of human responses to the environment and population growth.

## **5. Curriculum Impact**

The expected impact of Geography learning is that children will:

- Develop a broad range of skills linked to Geographical knowledge and understanding, as well as Geographical enquiry and investigative skills.
- Gain a secure understanding of key Geographical vocabulary that will enable all pupils to communicate their understanding of the concepts taught.
- Develop a knowledge, understanding and appreciation of their local area and its place within the national and wider geographical context.
- Experience the enjoyment, wonder and pleasure in learning about Geography
- Develop the curiosity, creativity, compassion, faith, hope and courage they need to flourish as valued members of the world community, as educated citizens and as part of God's creation
- Meet the end of Key Stage expectations outlined in the National Curriculum for Geography
- Leave primary school equipped with the confidence, creativity and range of techniques to form a strong foundation for their work in KS3 and beyond.

## **6. Management of Geography within the school**

The geography subject manager is responsible for:

- Compiling, carrying out and evaluating the school geography action plan.
- Maintaining and updating the subject leader folder.
- Coordinating subject assessment and monitoring.
- Auditing and reviewing resources.
- Keeping informed of changes and updates in geography teaching, for example by attending Geography Society Alliance meetings and feeding back information to the rest of the staff.
- Supporting the Senior Leadership Team in the monitoring of standards in children's work and of the quality of teaching geography including policies and schemes.

## **7. Health and Safety**

In planning activities, including visits, fieldwork or the use of equipment teachers will risk assess potential safety issues, referring to the relevant policy and documentation. They will also explain the reason for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking Geography activities.

The following considerations are carried out to prevent children from being put to unnecessary risk:

- All tools and practical equipment are kept in good condition, stored safely and well-organised
- All visits or field work is risk assessed to ensure pupil safety.
- Pupils/ staff are provided with relevant training when working in the environment and informed of the potential risks of working within it and the safety measures to be used.
- Allergies and potential health risks are considered with all fieldwork and visits.

All trips/visits must be risk assessed and an EVOLVE risk assessment form completed and signed by the Educational Visits Coordinator (EVC). Follow guidance in the Educational visit policy regarding arrangements for all trips.

## **8. Safeguarding**

All activities in geography will be managed within the guidelines stated in the school Safeguarding policy. All additional adults/volunteers supporting geography activities must be informed of their safeguarding duties and checked with the office/safeguarding leads for their suitability before being asked.

The use of digital devices and the internet by staff and pupils will be managed within the guidelines stated in the online safety policy.

## **9. Assessment and Recording**

Teachers assess children's work in Geography by making formative assessments as they observe them or engage them in discussion during each Geography lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, identifying where appropriate, good examples of work and areas to improve or questions. Records of children's geography work takes place in the format of written pieces, pictures, art work, tables, graphs and charts, maps, photographs. Children are asked to self-assess their work, commenting on their successes and suggesting where improvements could be made. Opportunities are provided for children to discuss and evaluate work with their peers. At the end of each unit of work, the teacher makes a summative judgement about the skills and performance of each pupil if they have yet to attain, met or exceeded the unit objectives linked to the national curriculum (recorded on unit plan) – a conglomeration of this data, along with subject milestones are used to assess/ record pupil's attainment at the end of the year (recorded on subject attainment tracker). Staff use a subject milestones progression map to check their progress against key stage benchmarks. Key Stage teams complete a termly subject review, which supports improvement in planning and resourcing of subjects. The subject leader completes a periodic monitoring of planning, pupil work and attitudes and completes an annual subject action plan/review and end of year subject report to support the monitoring of standards in the subject.

Photographs are taken as a record of children's practical work. The Geography subject manager keeps assessed samples of children's work in a portfolio to support staff's understanding of the expected standards across the year groups.

#### **10. Resources**

Geography resources are kept in cupboards in the key stage 2 corridor. Globes are stored in the library. A weather station is based in the science garden.

#### **11. Monitoring and review**

Monitoring of the standards of the children's work and of the quality of teaching of Geography is undertaken to ensure that pupils make the best possible progress. The annual Geography action plan outlines yearly subject improvement tasks and reviews the previous year's actions. Subject leaders conduct termly/ yearly monitoring activities looking at standards, planning and pupil experience. Governors meet periodically with subject leads to review the intent, implementation and impact of their work.