



Westmoor Primary School

# **Geography Policy**

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## Statement of intent

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment.

Whilst geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities.

Through the teaching of geography, Westmoor Primary School aims to:

- Develop geographical knowledge and understanding of the location, including physical and human features, of contrasting localities.
- Develop and apply a range of skills and techniques appropriate to geographical enquiry. Including map work and fieldwork.
- Develop a genuine interest in the subject and a real sense of curiosity about the world and the people who live in it.
- Develop an informed concern for the environment to enhance pupils' sense of responsibility for the care of the Earth and its people and to understand how it can be damaged and improved by human activity.

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

# 1.

## Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: geography programmes of study'
- DfE (2021) 'Statutory framework for the early years foundation stage'

## 2. Roles and responsibilities

2.1. The geography coordinator is responsible for:

- Preparing policy documents and curriculum plans for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of geography.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Organising and carrying out an annual audit of all geography resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Organising and monitoring CPD opportunities in the subject.
- Collating assessment data and setting new priorities for the development of geography in subsequent years.

2.2. Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' geographical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the geography coordinator about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.

- Reporting any concerns regarding the teaching of the subject to the geography coordinator or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

### **3. Early years provision**

- 3.1. Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.
- 3.2. Geography when taught in the Early Years predominately can be found in these educational programmes:
  - Understanding the World
  - Mathematics
- 3.3. In particular, geography-based activities will be used to develop pupils' understanding of the world, involving guiding children to make sense of their physical world and their community.
- 3.4. At the end of Reception, children working at the expected level of development will be able to:

\* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

\* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

\* Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

\* Understand some important processes and changes in the natural world around them, including the seasons.

### **4. The national curriculum**

- 4.1. The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

#### **KS1 objectives**

- 4.2. Locational knowledge:
  - Name and locate the world's continents and oceans.
  - Name, locate and identify characteristics of the countries which make up the United Kingdom (UK).
- 4.3. Place knowledge:

- Understand the geographical similarities and differences of areas of the UK and of a small area in a contrasting non-European country.
- 4.4. Human and physical geography:
- Identify seasonal and daily weather patterns in the UK.
  - Locate hot and cold areas of the world in relation to the equator.
  - Use basic geographical vocabulary to refer to key physical features, as well as human features, including buildings, vegetation and seasons.
- 4.5. Geographical skills and fieldwork:
- Use world maps, atlases and globes to identify the UK and any other countries studied.
  - Use simple compass directions, locational terminology and directional language to describe the location of features and routes on a map.
  - Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
  - Devise a simple map and construct basic symbols in a key.
  - Use observational skills to study the geography of the school and identify the key human and physical features of the surrounding environment.

### **KS2 objectives**

- 4.6. Locational knowledge:
- Use maps to locate countries around the world, concentrating on Europe's and North and South America's environmental regions, major cities and key characteristics.
  - Identify counties and cities of the UK, geographical regions and their identifying characteristics, key topographical features and land-use patterns.
  - Understand the location and significance of the Tropics of Cancer and Capricorn, the Equator, the Northern and Southern Hemisphere, the Arctic and Antarctic Circle, the Greenwich Meridian and other time zones.
- 4.7. Place knowledge:
- Identify geographical similarities and differences through the study of human and physical geography of one region in the UK, Europe and North or South America.
- 4.8. Human and physical geography:
- Describe and understand key aspects of physical and human geography, including climate zones, biomes and vegetation belts,

rivers, mountains, volcanoes and earthquakes, the water cycle, types of settlement and land use, economic activity and the distribution of natural resources.

4.9. Geographical skills and fieldwork:

- Use maps, atlases, globes and digital/computer mapping to locate countries.
- Use the 8 points of a compass and four- and six-figure grid references and symbols to build knowledge.
- Use a range of methods, including sketch maps, plans and graphs, and digital technologies, to record the human and physical features in the local area.

## 5. Cross-curricular links

5.1. Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas.

5.2. **English**

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

5.3. **Maths**

- Pupils use their knowledge and understanding of measurement and data handling.
- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

5.4. **Science**

- Pupils use their knowledge of the natural world to identify and analyse features of physical geography.
- Pupils' investigative and practical skills are developed through the use of fieldwork and problem-solving activities.

5.5. **ICT**

- ICT will be used to enhance pupils' learning.
- Pupils will use ICT to locate and research information.
- ICT will be used to record findings, using text, data and tables.

## 5.6. **Spiritual development**

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination.
- Pupils are encouraged to think about the effect of humans actions on the environment.
- Current geographical developments and issues will be discussed in the classroom, where appropriate.

## **6. Teaching and learning**

- 6.1. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
- 6.2. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.
- 6.3. Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:
  - Questioning, predicting and interpreting
  - Pattern seeking
  - Practical experiences
  - Collaborative work
  - Role-play and discussions
  - Problem-solving activities
  - Classifying and grouping
  - Researching using secondary sources
- 6.4. Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos.
- 6.5. The classroom teacher, in collaboration with the geography coordinator, will ensure that the needs of all pupils are met by:
  - Setting tasks which can have a variety of responses.
  - Providing resources of differing complexity according to the ability of pupils.
  - Setting tasks of varying difficulty depending on the ability group.
  - Utilising teaching assistants to ensure that pupils are effectively supported.
- 6.6. Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.



- 6.7. Each year group will have the opportunity to undertake an external educational visit, which is geography based.

## **7. Planning**

- 7.1. All relevant staff members are briefed on the school's planning procedures as part of staff training.
- 7.2. Throughout the school, science is taught as a discrete lesson and as part of cross-curricular themes when appropriate.
- 7.3. Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: geography programmes of study'.
- 7.4. Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- 7.5. Long-term planning will be used to outline the units to be taught within each year group.
- 7.6. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.
- 7.7. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 7.8. Medium-term plans will be shared with the geography coordinator to ensure there is progression between years.
- 7.9. Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson.
- 7.10. Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.
- 7.11. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

## **8. Assessment and reporting**

- 8.1. Pupils will be assessed, and their progression recorded, in line with the school's Primary Assessment Policy.
- 8.2. Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 8.3. Assessment will be undertaken in various forms, including the following:
  - Talking to pupils and asking questions

- Discussing pupils' work with them
  - Marking work against the learning objectives
  - Specific assignments for individual pupils
  - Observing practical tasks and activities
  - Pupils' self-evaluation of their work
- 8.4. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- 8.5. In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where learners are at a given point in time.
- 8.6. Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on the pupil's attitude towards geography, understanding of geographical terminology, investigatory skills and the knowledge levels they have achieved.
- 8.7. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.
- 8.8. Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.

## **9. Monitoring and review**

- 9.1. This policy will be reviewed on a two yearly basis by the geography coordinator.
- 9.2. The geography coordinator will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- 9.3. Any changes made to this policy will be communicated to all teaching staff.
- 9.4. The next scheduled review date of this policy is 01/03/24.