

General Policy Document

Document Name: Geography Policy

First Written Date: May 2019

Review Date: June 2021

Reviewed By: All Staff

Ratified By Full Governors Date:

Next Review Date: June 2022

Document No:



Geography

General Policy Document

Document Name: Geography Policy

First Written Date: May 2019

Review Date: June 2021

Reviewed By: All Staff

Ratified By Full Governors Date:

Next Review Date: June 2022

Document No:



Rationale

Geography enables our children to develop an understanding of: the **physical world** and **human environments** (and the human processes involved in changing them over time); **place and space** (recognising similarities and differences across the world and their interconnectedness); **and scale** (the 'zoom lens' through which the significance of local area study is set in a global context). Our children are encouraged to think as global citizens by making links to the world they experience around them. By reflecting on their own experiences, we want our pupils to realise that geography is all around them so they become active agents in their learning. We believe that fieldwork is an essential component to the teaching of geography as it enables our pupils to experience 'real world' geography, develop subject knowledge, and gain a range of skills that are difficult to develop in the classroom alone. This begins in the Foundation Stages with the weekly 'welly walks' around the school grounds. In KS2, children have the opportunity to take part in residential field trips. These are currently being reviewed and will be updated shortly. These trips include carefully selected activities which provide enrichment to the geography curriculum.

Organisation of Content

In EYFS, we use the Early Years Framework. Children are introduced to geography through the area of learning Understanding the World.

In KS1 and KS2 we follow the statutory elements of the National Curriculum as the minimum but enhance our curriculum to reflect the context and location of our school. From September 2021, children in KS1 will be taught in single year classes following the school expansion in 2020/21. In KS2, children are still being taught geography in a 4 year rolling cycle due to the mixed year class model. Eventually, the curriculum will be adapted to a 2 year rolling cycle until the expansion works its way through the school.

Content is mapped out in the long term plan to ensure coverage and progression of skills. By the time children leave Bramhope Primary School, the children will have demonstrated progression in geographical skills and the ability to develop a geographical enquiry. There is flexibility within the curriculum to allow for contextual change, or issues which may arise in the local area. This flexibility is deliberate so that the children are provided with an opportunity to study geography which directly impacts them at a local level.

Assessment of content

Assessment of geography is underpinned through AFL strategies primarily: retrieval quizzes, observation, questioning, and verbal feedback in the lesson. This information is then used to inform future planning. At the end of a unit of work, the children complete an assessed piece of work which showcases the skills and knowledge acquired. This in turn helps to inform teacher assessment of a child's progress.

General Policy Document

Document Name: Geography Policy

First Written Date: May 2019

Review Date: June 2021

Reviewed By: All Staff

Ratified By Full Governors Date:

Next Review Date: June 2022

Document No:



An annual assessment of progress may be included in the child's report to parents at the end of the school year at the class teacher's discretion.

Accountability

The subject co-ordinator conducts learning walks throughout the school. The learning walks cover displays, which should include key vocabulary and content to support learning. Samples of the children's work ought to be included to celebrate success and encourage motivation. Pupil voice is collated through questionnaires (KS2) or discussion groups (KS1) to gauge the pupil's interest in a topic and to allow them to showcase their knowledge. Furthermore, a sample of children are monitored throughout their time at Bramhope to help the subject co-ordinator monitor track the progression of geographical skills and knowledge throughout the key stages. This monitoring will in turn support the ongoing development of the long-term plan.

Teaching strategies employed

Geography is taught as a discrete subject using whole class teaching methods, enquiry based work, individual or paired work dependent on what suits the lesson and task. The teaching of geography at Bramhope Primary School is underpinned by strong subject knowledge of the teaching staff. The subject co-ordinator is a member of the Geographical Association and thus has access to up to date, quality resources to ensure that teachers' planning is well supported. Planning is collaborative and flexible and teachers adapt geography lessons to suit the ability and needs of their class. Throughout the lessons, teachers use effective questioning to assess understanding and stretch more able students. Pupils are provided with the time to practise and embed their newly acquired skills both inside and outside of the classroom. Geography as a subject is multi-sensory including qualitative as well as quantitative elements. As such, children will use a wide range of resources to collect secondary geographical information including: pictures, stories, film, newspaper reports and brochures.

Teaching will include developing, enhancing and applying cross-curricular skills from English, maths, computing and graphicacy skills but the children will apply them within the context of geography. Enrichment opportunities are provided by using outside experts to deliver workshops for example our unit on Natural Disasters was supported by a visit by a volcanologist and seismologist providing a cross-curricular link with science.

General Policy Document

Document Name: Geography Policy

First Written Date: May 2019

Review Date: June 2021

Reviewed By: All Staff

Ratified By Full Governors Date:

Next Review Date: June 2022

Document No:



Provision for all children

Teachers ensure there are suitable learning opportunities and challenge within the planning and teaching of geography to match the ability of each pupil. Examples of this are:

- Opportunities to explore open-ended tasks which can have a variety of responses.
- Providing resources of different complexity according to the ability of the pupil.
- Classroom assistants are used to support the work of individual pupils or groups of pupils where that resource is available.
- Additional teacher input to some pupils when needed.
- Challenge activities should be worked into the planning to provide stretch and challenge for pupils working at greater depth.

Inclusion

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Each child is valued as an individual and the challenge of the tasks are adapted to match the ability of the child. Where fieldwork is required, full risk assessments and adaptations are made in order to ensure that all children can take part.

Health and Safety

Risk assessments (including pre-visits) are carried out prior to any visits which take place outside of the school grounds and logged with Evolve in accordance with Leeds City Council policy. We adhere to the agreed ratios in terms of adults/pupils.

In terms of fieldwork conducted within the school grounds, the areas to be visited are well known to staff and children. Any equipment to be used by children will be fully explained in terms of proper use. All efforts are made to negate any risk to safety and a briefing is given to all children beforehand.

