

Curriculum Policy Document

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Geography Policy



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 developing knowledge and understanding of location and 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 'about them' so they become active agents in their learning and able to fully participate in local and global affairs. We believe that fieldwork is an essential component to the teaching of geography as it enables our pupils to experience 'real world' geography, and gain a range of skills that are difficult to develop in the classroom alone. Fieldwork begins in the Foundation Stages with the weekly 'welly walks' and continues through KS1 with exploration of the school grounds, venturing further afield into the wider local area in KS2. The rural feel, and conservation area, of Bramhope provides our KS2 children with a sound context which enables the children to consider the impact of housing developments and land use over time.

Organisation of Content

At Bramhope, the teaching of geography follows the National Curriculum. Content is mapped out in the long term plan to ensure coverage and progression of the required knowledge and skills across the key stages. Geography is taught in the EYFS curriculum and children are introduced to geography in a context which is relevant to them, for example: the seaside, holidays and the local school grounds. They are also introduced to early mapping skills and learning about direction through active play and 3D modelling. Following on from EYFS, and to allow for mixed year classes, the subject is taught via a two year rolling programme (KS1) and a four year rolling programme (KS2). By the time the children leave the school at the end of KS2, the children have demonstrated progression in geographical skills and the ability to develop a geographical enquiry. There is flexibility within the selected curriculum to allow for contextual change, or issues which may arise in the local area, such as planned housing development in the village – this allows for the children to study real life issues which affect them directly.

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Assessment of content

Assessment of geography is underpinned through AFL strategies primarily: observation, questioning, marking and feedback. 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 (where appropriate) which showcases the skills and knowledge acquired. This in turn helps to inform teacher assessment of a child's progress. An annual assessment of progress is included in the child's report to parents at the end of the school year.

Accountability

The subject leader conducts regular learning walks throughout the school. The learning walks cover displays which should include a mix of key facts and vocabulary for that topic and also a sample of the children's work so that children are motivated. Pupil questionnaires and interviews in small groups are conducted to gauge the interest levels of children on the topics they have studied and to allow them to showcase their knowledge. Furthermore, a sample of children are monitored throughout their time at Bramhope to help the subject leader track the progression of geographical skills throughout the key stages. This monitoring will also be used to inform the development of the long-term plan if the monitoring shows gaps in either coverage or skills progression.

Teaching strategies employed

Geography is taught using whole-class teaching methods, enquiry based group work, individual or paired work subject to the nature of the tasks. The teaching of geography at Bramhope Primary School is underpinned by strong subject knowledge of the teaching staff. The subject leader 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. Whilst planning is collaborative and flexible, teachers adapt geography lessons to suit the ability and needs of their individual class. Throughout the lessons, teachers use effective questioning as a means of being able to assess understanding and stretch more able pupils to deepen their knowledge. 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 a 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, ICT 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 from a volcanologist and seismologist providing a cross-curricular link with science.

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. Additional resources are provided to support individual children. 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.