

Geography Policy

School Intent

At The John Harrox Primary School, our curriculum is designed to ensure children have a love for learning and a thirst for knowledge. It recognises children's prior learning, providing first hand learning experiences, allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children's learning is viewed as a sequence, building blocks of knowledge overtime to achieve a bigger picture; cumulative knowledge is developed over time. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a keen desire for new experiences and knowledge.

We promote 4 key outlooks on our world which include:

A Global Outlook

An Enterprising Outlook

A Creative Outlook

A Healthy Outlook

Each topic that is taught takes one outlook as a focus, ensuring a balanced coverage.

Intent	Implementation	Impact
<p>Our school aims to provide high quality geography education which will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.</p> <p>We teach the geography subject content outlined in the National Curriculum in a progressive way, according to our subject progression maps and subject overviews.</p> <p>We aim ensure the children can develop a global view of the world, developing an understanding, appreciation and empathy towards others and a greater understanding of the world in which they live which is encompassed in one of our four key drivers; Global Outlook.</p>	<p><u>Time allocation</u> – daily/ weekly/ 30 mins etc</p> <p>Geography is taught in blocks. Each year consists of 3 teaching blocks which consists of a sequence of approximately 6 progressive lessons. Additional lessons may be taught which link well within other topics. Children experience 3 Passports Days each year.</p> <p>EYFS/KS1 - based in the UK LKS2 - based in Europe UKS2 - Studying the wider world</p> <p><u>Planning</u></p> <p>Geography planning is provided through medium and long-term plans which outline the topic, skills and progression needed:</p> <ul style="list-style-type: none"> The two year Long Term Curriculum Map (A/B) for each phase shows which aspect of geography is being taught and when. 	<p><u>Expected Outcomes</u></p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study for geography.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> Assess children's work in geography by making informal judgements as we observe the children during lessons. Formative ongoing assessment by the class teacher to include marking of work, and discussion with the child. Use of geography books to provide formative assessment and to show progression Using Classroom Monitor as a summative assessment tool, which is updated termly.

<p>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 keys physical and human processes.</p> <p>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.</p> <p>Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and changed over time.</p> <p>Children will learn Geography through an enquiry based approach using hands on fieldwork, maps, photographs, making observations, carrying out research, reading graphs and charts and asking geographical questions.</p> <p>In addition, it is the aim of the Geography Curriculum to provide the children with first hand experiences of visiting some of the locations they are learning about such as; the area which they live in, Moulton, Malham Cove and Hunstanton.</p>	<ul style="list-style-type: none"> • Geography Curriculum Map shows coverage across the whole school in each area • Geography Progression Map shows the skills in each area of art across the school. • Subject Specific Vocabulary <p>As part of the planning process teachers use these resources to support them in;</p> <ul style="list-style-type: none"> • Planning a sequence of lessons (including vocabulary) becoming the building blocks of knowledge over time. • Challenge questions for children to apply their learning, reflect, and evaluate their work. • Trips and/or visiting experts will enhance the learning experience including study of the local area. • A means to display and celebrate the pupil's geography work in their class. <p><u>Teaching and Learning</u></p> <p>We teach Geography through an enquiry approach, starting each lesson with a Key Learning Question (KLQ) For example, Where do people live in Australia and why? We encourage children to ask as well as answer geographical questions.</p> <p><u>Early Years Foundation Stage</u></p> <p>Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This set out in the early year's curriculum as needing to:</p> <ul style="list-style-type: none"> • Observe, find out about, and identify features in the place they live and the natural world; 	<p><u>Monitoring, Evaluation & review</u></p> <p>All staff and governors on a regular basis should review this policy. To ensure that this policy is in practice, and to help teachers keep track of their own work and needs for support or training, the Geography co-ordinator keeps an updated record of developments and monitors progress within this curriculum area.</p> <p>This policy will be reviewed in 2021. Evaluation of the policy and practice will take place annually.</p>
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- Begin to know about their own cultures and beliefs of other people.
- Find out about their environment, and talk about those features they like and dislike.

Key Stage 1 & Key Stage 2

We use a variety of teaching and learning styles in our geography lessons, which are cross-curricular. We believe in whole-class teaching methods and we combine these with enquiry based research activities.

We offer them the opportunity to use a variety of data such as maps, statistics, graphs, pictures and aerial photographs and we enable them to use computing in geography lessons where this serves to enhance their learning.

Opportunities allow children to observe, collect, analyse, evaluate and communicate geographical information.

Resourcing

In a central store, we keep a collection of geography equipment, which the children use to gather weather data and atlases/globes for both Key Stages. In the library, we have a good supply of geography topic books and the ICT suite is available for software and internet links. Resources are audited annually. Field trips are encouraged wherever possible particularly to develop the children's understanding of physical geography and provide "real life" experiences.

Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry on our site and in our local area.
At Key Stage 1, the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site and the local area.
At Key Stage 2, the children carry out an investigation into the wider local area of Lincolnshire and compare this to an area in Europe. Fieldwork is incorporated into residential visits

Equal Opportunities & Inclusion

We are an inclusive school and **differentiation** is incorporated into planning so that the children build upon prior learning, giving children of all abilities the opportunity to develop their skills, knowledge and understanding. We also build in progression into the scheme of work so there is an increasing challenge for the children as they progress through school. This is reflected in our school intent. Sensitivity is exercised when pupils' home areas are studied as part of the curriculum.

Enrichment & Extension

One of our 4 key drivers is the *Global Outlook*, which aims to ensure the children can develop a global view of the world, developing an understanding, appreciation and empathy towards others and a greater understanding of the world in which they live.

Global Outlook:

- Cultures
- Religions
- National and International affairs
- People's careers and occupations

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| | <ul style="list-style-type: none">• British Values• SMSC• The Lincolnshire R.E. agreed syllabus• Fairtrade Weeks• Passport Days• Local studies• Trips/visits to sites within the UK for geographical study. | |
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Links to other subjects

Our curriculum enables us to teach in a cross-curricular manner where appropriate. Throughout school, Geography is taught both discretely and in a cross-curricular way. The curriculum can promote learning across the curriculum in a number of areas: English, Maths, Computing.