

Beaver Road Policy for Geography **September 2020**

Introduction

This document is a statement of the aims, principles and strategies for teaching Geography at Beaver Road Primary School.

The importance of Geography in the curriculum

In the primary curriculum, Geography is referred to, as the 'umbrella' subject because of its capacity to make tangible and effective connections across subjects. Geography's fundamental role lies in helping children to understand the world, its environments and places near and far, and the processes that create and affect them. It encourages a holistic appreciation of how the world works and of the interconnections between concepts such as scale, community, cultural diversity, interdependence and sustainability. Geography is a subject that contextualises and extends the possibilities for developing and applying language and mathematics, and enriches understanding of, and in, subjects from science and history to art and design.

Here at Beaver Road Primary School, we recognise it is important that Geography is not only given appropriate time, but is also identified clearly and taught effectively. We believe that high-quality Geography teaching includes aspects of *geographical enquiry, outdoor learning and fieldwork, children's personal geographies, spatial awareness, mapwork and graphicacy, learning technologies and environmental Geography*. As we develop and shape our curriculum the aim is to ensure that each of these aspects are used in our teaching to deepen children's understanding of the subject.

We recognise and appreciate that we are incorporating and teaching Geography through our Learning Challenge Curriculum, but we are also working towards ensuring that the children know that they are doing Geography.

At Beaver Road we are passionate about providing rich, broad and balanced learning experiences for our children and opportunities for them to apply and adapt their learning for other subjects. We recognise that we must be clear about what Geography is and why it is important to learn. Our aim is that through active engagement in Geography, our children are enabled to learn not only about the world but also how it works, how it fits together and how to make a difference and become positive contributors to it.

The Role of the Geography Subject Leader is:

- Acting as a consultant to colleagues on resources, visits, curriculum changes, classroom teaching and learning ideas.
- Monitoring and evaluating children's work, children's views about the subject and displays.
- Auditing resources and ordering when needed.
- Keeping up to date with developments in Geography and disseminating information to the rest of the staff.
- Leading staff meetings as appropriate
- Attending relevant in-service training and prompting others with relevant training.

The aims of Geography are:

- To enable children to gain a knowledge and understanding of places in the world.
- To increase children's knowledge of other cultures and in doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To allow children to learn graphic skills, including how to use draw and interpret maps.
- To enable children to know and understand environmental problems at a local, regional and global level.
- To encourage a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Planning

We ensure that there are opportunities for all children to develop their Geography skills and knowledge in each unit and we build planned progression to into our curriculum to ensure that the children are increasingly challenged as they move up through the school.

Foundation Stage

We teach Geography in both Nursery and Reception as an integral part of the topic work covered during the year. Geography makes a significant contribution to the ELG objectives of developing a child's Understanding of the World through activities such as using photographs and videos as discussion tools and talking about children's own experiences.

Cross curricular opportunities in Key Stage 1 and Key Stage 2.

English

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are linked to the Geography topic being studied in class. Children develop their English skills through composing/reading reports, letters, explanatory texts and taking part in debates which often have historical and geographical links.

Mathematics

Geography contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers and develop analytical skills e.g. analysing population statistics and time lines. Children also have the opportunity to learn to interpret information presented in graphical or diagrammatic form.

Information and Communication Technology (ICT)

We use ICT in Geography teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in Key Stage 2. Children use ICT in Geography to enhance their data handling, in presenting written work and they research information using the internet. Children have the opportunity to use iPads to record photographic images.

Personal, Social, Citizenship, Health and Emotional Education (PSCHE)

Geography contributes significantly to the teaching of personal, social, citizenship health and emotional education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty, homelessness, recycling and how environments have changes for the better or worse. They learn how society is made up of people of different cultures and start to develop tolerance and respect for others. Geography in our school promotes the concept of positive citizenship and community cohesion with other communities on a local and global scale.

Geography enhances our status as a Rights Respecting School

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Health and Safety

Children are taught to use materials and tools safely and correctly at all times.

Equal opportunities

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social, culture or disability.

Teaching Geography to vulnerable children

Special Educational Needs (SEN)

We teach Geography to all children as part of a broad and balanced curriculum. Through our Geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's individual needs. Pupil Asset is used by both class teachers, Geography leaders and the SENDco to track and monitor the progress of children with SEN in Geography against National Curriculum objectives.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors including; quality first teaching, support within the classroom, teaching resources and differentiation.

A child with SEN will have an Access to Learning Plan with SMART targets related to their learning, which, on some occasions, are linked to skills that can be applied to Geography.

We enable pupils to have access to the full Geography curriculum, including field trips and geographical enquiry. A full risk assessment is completed prior to activities outside of the classroom, to ensure that it is safe and appropriate for all pupils.

Pupil Premium

It is still a School Improvement Priority at Beaver Road to continue to improve the progress and outcomes for disadvantaged children in all subjects, including Geography. The Geography subject leaders and Head of Years regularly monitor and evaluate the progress of Pupil Premium children.

Our Pupil Premium children also have an Access to Learning Plan with SMART targets related to their learning, which, on some occasions, are linked to skills that can be applied to Geography.

Assessment and recording

We assess the children's work in Geography by making regular formative assessments as we observe the children during lessons. At the end of each term class teachers are expected to make an overall judgment for each child in their class. This information can be found on Pupil Asset.

Monitoring and review

The Geography subject leaders are responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The Geography subject leader is also responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.