

## **Beaver Road Policy for Geography**

### **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 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.

At Beaver Road geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment.

Geography encourages children to learn through experience, particularly through practical and fieldwork activities. At Beaver Road primary school we believe it is important to build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more. 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.

The strands in Geography are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

At Beaver Road we have a coherently planned and sequenced curriculum for geography from the EYFS to the end of year 6.

### **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 pupils' work, colleagues' planning and classroom teaching, ensuring consistency across the school and that a coherently planned and sequenced curriculum is followed.
- Monitoring and evaluating 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.
- Ensuring progression throughout the school and ensuring that children have the opportunities to learn geographical skills and language.
- Ensure assessments are accurate and analyse results to see areas for improvement.

### **The aims of Geography are:**

- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To provide pupils with knowledge about diverse places, people, cultures, resources and natural and human environments.
- To obtain Geographical knowledge, understanding and skills.
- To inspire in pupils about the world and its people that will remain with them for the rest of their lives.
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.
- 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.

### **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 into our curriculum to ensure that the children are increasingly challenged as they move up through the school. Prior learning is incorporated into units to ensure children's learning is linked and to provide building blocks to support their knowledge. Similarly, knowledge is reviewed so that any gaps can be addressed and knowledge can be embedded.

## **Foundation Stage**

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 is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

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

### **Key Stage 1**

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

### **Key Stage 2**

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized, including history, science and computing.

## **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. Grid references fit into the primary mathematics curriculum primarily through their integration in geometry, measurement, and spatial reasoning components. Understanding grid references helps students develop essential skills in mapping, navigation, and interpreting spatial information, which are foundational for more advanced mathematical concepts.

## **Field Work**

It is encouraged that teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork. When sessions lead to leaving the school grounds staff must carry out risk assessments.

## **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. We use Digi map, webcams to show different locations and present work on Seesaw.

## **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. The School's policy for visits and excursions will be adhered to for all trips. A copy of the Health and Safety policy can be found in the school office and on the school website. Risk assessments are carried out for any fieldwork activity or school trip.

## **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. BSquared is used to track progress of children working below age related expectation. Pupil Asset is used by 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;

- learning outcomes
- tasks
- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught. Word banks and visual cues can be provided, using symbols and words (using Widgit online). Activities should reinforce children's understanding of the subject. The more able children should be given open-ended

tasks and opportunities for further research and more challenging study. Collaborative learning through kagan structures is incorporated to help support all groups of children and enhance their learning experience. Similarly, the curriculum is designed to meet the needs of ambitious learners. Learning is adapted to engage all learners and build their love of geography. For children who are working below expected in geography there are individual targets for progress. Planning is differentiated to make sure all children can access learning.

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 monitor and evaluate the progress of Pupil Premium children.

### **Record Keeping and Assessment**

The Geography co-ordinator will oversee planning and monitor pupil's work. At the end of each unit, the key knowledge, understanding and where appropriate fieldwork skills will be assessed by the class teacher. The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level.

Assessment will be undertaken using the following methods:-

- Observation of pupils
- Pre and post assessment tasks
- Talking with pupils
- Marking written work
- Self-assessment
- Peer assessment
- The evaluation of discussion
- End of unit assessments

Please also refer to the School Assessment Policy.

### **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.