



## Geography Policy at Broad Heath Primary School

### **1. Aims and objectives** (Taken from Geography National Curriculum 2013)

**1.1** A high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **1.2 The National Curriculum for Geography aims to ensure that all pupils:**

- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
  - Communicate geographical information in a variety of ways, including through maps and writing at length.

### **2. Teaching and learning style**

**2.1** We use a variety of teaching and learning styles in Geography lessons. We believe in whole class teaching methods and combine these with enquiry-based research activities and set independent tasks. We encourage children to ask and answer geographical questions. We offer them the opportunity to use a variety of data such as maps, statistics, graphs, pictures and aerial photographs and enable them to use IT in geography lessons to enhance learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem solving activities. We involve the children in 'real' geographical activities e.g. research of a local environmental problem or use the Internet to investigate a current issue.

**2.2** We recognise the fact that children have different geographical abilities and provide suitable learning opportunities for them by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks, which are open ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Grouping children by ability in the room and setting different tasks to each ability groups;

- Providing resources of different complexity according to the ability of the child;
- Using Learning Support Assistants to support the work of individual children or groups of children;

### **3. Geography curriculum planning**

**3.1** We use the National Curriculum for Geography as the basis for our curriculum planning. We make use of the local environment in our fieldwork and we choose a locality where the human activities and physical features provide a contrast to our local area.

**3.2** When possible, we combine the geographical study with work in other subject areas. Children are encouraged to carry out geographical studies independently.

## **4 Foundation Stage**

**4.1** We teach Geography in the Reception class as an integral part of the topic work covered during the year. The provision in the Foundation Stage is linked to EYFS, especially the area covering Understanding of the world.

## **5 The contribution of Geography to teaching in other curriculum areas**

### **5.1 English:**

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. Where possible, we link Literacy and Geography units, to enable Geography to provide the stimulus for writing. This also allows children to embed their Literacy skills, as well as apply a wide range of geographical knowledge.

### **5.2 Mathematics:**

Geography in our school contributes to the teaching of mathematics in a variety of ways. Children study space, scale, distance and coordinates. They also use graphs to explore, analyse and illustrate a variety of data.

### **5.3 Computing**

· Children use ICT in Geography to enhance their skills in data handling and in presenting written work to a wider audience. They research information through the Internet. Educational software is used to support the learning e.g. Google Earth, interactive white boards, blogs on the school website, Geography apps on iPads etc.

· Children also have the opportunity to use the digital camera/iPads to record and use photographic images. Video cameras/iPads are used to support work and field trip experiences.

### **5.4 PSHE, Citizenship and British Values:**

· Geography contributes significantly to the teaching of personal, social and health education and citizenship. Children study about the way people recycle material and how environments are changed for the better or for the worse. Children are allowed to organise events which are matters of concerns to them. Thus Geography in our school promotes the concept of positive citizenship, and links well to British values.

### **5.5 Spiritual, moral, social and cultural development:**

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of Geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' (global interdependence and understanding long term sustainability issues) in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping and acquire a positive attitude towards others. We help contribute to children's social development by teaching them about society, and how it works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions throughout the schemes of work.

## **6 Teaching Geography to children with special needs**

**6.1** At Broad Heath School we teach Geography to all children, whatever their ability. Geography learning is personalised for these children. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children.

### **6.2 Assessment**

Teachers use assessment to identify barriers to Geography learning, and indicate where progress has been made on the Cornerstones assessment programme.

### **7. Assessment, recording and reporting**

#### **7.1 The assessment, recording and reporting is based around the following:**

- a) At the beginning of a Geography unit, children are given cover sheets with key learning objectives in line with national expectations. Children use these to self-assess their learning weekly.
- b) Children are identified as emerging, expected or greater depth within their Geography topics each term. This is recorded the Cornerstones assessment programme, which allows Coordinators to access termly.
- c) This assessment information is used to assist teachers to plan their work with the class and prepare their reports to parents.
- d) Reports to parents contain comments about individual pupil's progress in the key elements of the subject together with suggestions about appropriate strategies for improvement,
- e) The co-ordinator collects together a small portfolio of examples of students' work that illustrates pupils' performance in each of the key assessment tasks.

### **8. Parental and community involvement and liaison with other schools**

Parents will be given opportunities to support and be involved in pupils' learning in Geography. Pupils will be encouraged to develop and extend their studies at home, and to become aware of the value and potential of the subject in a range of different contexts. Children will be given Geography related challenges and discussions on the school website which they will be expected to view and respond to at home.

### **9. The management, co-ordination and planning of the subject, including approaches to staff development, monitoring, evaluation and review**

### 9.1 The role of the subject co-ordinators:

The Geography co-ordinators will be responsible for:

- i) Producing an agreed Geography policy and key stage plans which are compatible with the school's overall curricular aims and which meet the statutory requirements
- ii) Providing advice to teachers on appropriate resources, teaching strategies and approaches to assessment
- iii) Developing an overview of the Geography curriculum in the school to ensure that pupils experience a sufficient variety of key entitlement experiences and that the subject policy is put into practice
- iv) Co-ordinating the purchase, organisation and storage of appropriate Geography resources;
- v) Collecting a portfolio of pupils' work and teacher assessment in the subject to ensure consistency of standards and monitoring approaches to assessment to ensure that there are a sufficient variety of tasks
- vi) Assisting with the regular evaluation and monitoring of the quality of provision in the subject, participating in the identification of agreed development tasks each year and reviewing the Geography policy and key stage plans as appropriate;
- vii) Keeping abreast of recent developments in the subject, attending relevant in-service courses and participating in the planning and delivery of school based INSET and discussions.

### 8 Resources

8.1 We have sufficient resources in our school to be able to teach all the Geography units. We also have a range of educational software, globes, a set of atlases and maps of the world/U.K./local area including Ordnance Survey maps, iPads etc. In the library we have a good supply of Geography topic books to support the children's individual research. A yearly budget ensures resources are up to date.

### 9 Fieldwork

9.1 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.

9.2 At Key Stage 1 we let all children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children study the local area and we offer them the opportunity to take part in a residential visit to Doly Moch in Wales. There have also been visits to Spain. All children also take part in topic specific trips (WOW opportunities) as and when teachers plan for them throughout the academic year.

### 10 Monitoring and review

10.1 The Geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The Geography subject leader is responsible for supporting colleagues in the subject and for providing a strategic lead and direction for the subject in the school. The Geography subject leader gives the head teacher a termly report to evaluate the strengths and weaknesses of the subject. We allocate a special time to review children's work and for visiting classes to observe teaching in the subject.

### 11. Health and Safety

Teachers and support staff are responsible for ensuring that curriculum activities in this subject area are safe. Therefore it is important that they identify any hazards and assess the risks in the learning environment, whether in school or in the local environment whilst doing fieldwork. Staff members should ensure that children are taught to handle any equipment, tools, resources, and artefacts in the appropriate and safe manner. Risk assessments are carried out before visits.

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