



# Geography Policy

## Review Details

Reviewed by

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## Roe Farm Primary School Geography Policy

### **Introduction**

This policy outlines the learning, teaching, organisation and management of geography at Roe Farm Primary School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the geography co-ordinator.

### **Intent**

At Roe Farm Primary School, we follow the National Curriculum for the teaching of Geography and aim to ensure all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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, numerical and quantitative skills and writing at length.
  - Stimulate pupils' enthusiasm for, and curiosity about their surroundings and the wider world
  - Increase their knowledge and understanding of the different communities and cultures within Chaddesden, Derby, Britain and the world - and how these relate to each other
  - Increase their knowledge and understanding of the changing world
  - Encourage pupils to ask questions and propose solutions to environmental problems within Roe Farm School and the wider world
  - Develop pupils' competence in specific geographical skills (such as use of maps, secondary sources, ICT, aerial photographs, data logging equipment and considering evidence from a range of sources).
  - Foster a sense of responsibility and respect for our school grounds (in line with our outdoor learning policy) earth, its people and its resources.

### **Aims for Key Stage 1:**

- Pupils should develop knowledge about the world, the United Kingdom and their understanding of their local geography and what surrounds them. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

### **Aims for Key Stage 2:**

- Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### **Through Geography we can also:**

- Improve pupils' skills in Literacy, Numeracy and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens.

### **Entitlement and Equal Opportunities**

In line with our *Equal Opportunities Policy* we are committed to providing a teaching environment conducive to learning. All pupils are entitled to access the geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. Fieldwork may have to be adapted to take into account individual requirements.

### **Implementation of Geography within the Curriculum**

There is an expectation across school that geography is taught at least once a fortnight with some topics requiring extra sessions resulting in a weekly lesson. Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. Pupils will work on tailored milestones over a two year period in order to provide opportunities to consolidate and extend their learning in these areas. This allows for a progressive schema whilst also allowing for revisiting of prior learning allowing this knowledge to be embedded in the long term memory.

Milestones are broken down as following:

Milestone 1: Year 1/2

Milestone 2: Year 3/4

Milestone 3: Year 5/6

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. Also as part of our progression model we use POP tasks (Proof of Progress) which shows our curriculum expectations in each cognitive domain.

## **Strategies for the teaching of geography**

Teaching and Learning in geography will be in line with the school's *Teaching and Learning Policy*, where provision is made for all learning styles. The geography curriculum at Roe Farm Primary School is designed to provide children with rich learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum.

As an integral part of the teaching and learning of Geography, children will be given the opportunity to undertake purposeful fieldwork, communicating their findings in a variety of ways.

We are very proud of our extensive school grounds and use these in a variety of ways to help children learn geographical skills and to respect the school grounds and wider environment.

### **The role of the geography co-ordinator is to:**

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing geography.
- Renew, update and oversee the audit of resources needed to deliver the curriculum.
- Monitor and evaluate the learning and teaching of geography.
- Develop assessment and record keeping ensuring progression and continuity.
- Keep abreast of developments in the teaching and learning of geography.

## **Resources**

Geography resources are allocated according to what themes are taught in each age group. Children will have the opportunity to use the following resources: globes, atlases, visual media (including aerial photographs), information books, maps, graphs, compasses, measuring equipment and ICT.

## **Health and Safety**

This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out geography activities.

## **Impact of the Geography Curriculum**

Because learning is a change to the long-term memory, it is impossible to see the impact in the short term. We do, however, monitor the impact to look at practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run. We use a comparative judgement in two ways: through the POP tasks set and in comparing a pupil's work over time. We use learning walks to see if pedagogical styles matches our depth expectations.

## **Monitoring**

The monitoring of geography will take place through:

- Pupil Discussions
- Book looks
- Professional Dialogues with colleagues
- Learning walks

## **Assessment**

Teachers will make continual formative assessments against the milestone objectives they are working towards with their year group. At the end of an academic year, teachers make a summative assessment of all pupils which is reported to parents in a child's annual report. This data is also used by the geography coordinator for monitoring purposes.