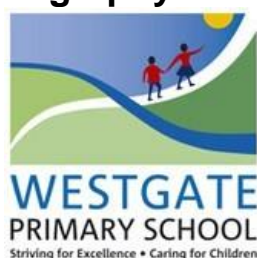


Westgate Primary School Geography Policy



Rationale

We all live our lives geographically. Planet Earth is our home. It is awesome, diverse, inspiring and ever changing. Studying geography invites us to participate more fully in the excitement, enjoyment and challenge of this dynamic world. It draws on personal experience, to help us better understand the places we live in, why they matter and how they are connected to a globalised world. Geography draws from across the physical, cultural, economic and political spheres to illuminate key issues for the present and the future, explored at all scales from the personal to the local and the global. Through geography we learn to appreciate the diversity of landscapes, peoples and cultures. Geography is therefore a vital subject resource for 21st century global citizens, enabling us to face questions of what it means to live sustainably in an interdependent world. Geography helps us investigate and to think critically and creatively about the complexities of places, and different views and feelings relating to places. Geography is studied through enquiry, this requires the formulation of effective questions. Fieldwork and outdoor education are essential to geography. The subject helps develop significant elements of the skills framework, with a strong emphasis on utilising maps and visual images as well as new technologies including Geographical Information. These transferable geographical skills help to equip us for lifelong learning as responsible global citizens.

*Taken from: The **School Curriculum** and the **National Curriculum**: values, aims and purposes, 1999, DfES/QCA*

At Westgate Primary School we firmly believe in the important role that Geography has to play in the development of children and through our teaching of the subject we aim to develop each individual child's 'personal geography' and improve their understanding of places and environmental issues.

Aims

In Westgate Primary School we aim to:

- develop contextual knowledge of the location of globally significant places, 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
- foster children's sense of wonder at the beauty of the world around them.
- enhance children's sense of responsibility for the care of the Earth and its people.
- ensure that children 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.

Objectives

The objectives of Geography in the school are based on the requirements of the Statutory Framework for the Early Years Foundation Stage and the National Curriculum programmes of study for Key Stages 1 and 2.

- Geography within EYFS is found within Understanding The World and specifically the Early Learning Goals of People, Culture and Communities, The Natural World.
- In Key Stages 1 and 2 it has been ensured that the statutory content has been covered, revisited and embeded within each Key Stage by the development of Knowledge Organisers for each Year Group.

Teaching and Learning

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge and understanding of geography through a skills based approach. We believe children learn best when they are actively engaged in challenging, fun and topical activities. They have opportunities for independent research as well as research work in pairs, and teams, and are able to present their findings to an audience and evaluate their work, and the work of others. Access to a wide range of materials and resources, including ICT, are important and a particular emphasis is placed on geographical fieldwork, wherever possible: in the local community, on trips and residential visits. Activities such as role play and mind maps etc) are used to promote the use of geographical vocabulary, to develop pupils' questioning skills and to foster describing and explaining.

Planning

The school staff in Key Stages 1 and 2 have developed Knowledge Organisers for each theme/topic to be taught. Each Knowledge Organiser begins with the Key Stages statutory content for Geography. Staff then highlight their coverage of this statutory content within the topic/theme, therefore enabling a whole school picture to be built of what, when and within which year group the statutory content is taught. It is also clear to see when key skills and concepts are revisited and therefore embedded over time.

Progression:

As the children move through the key stages teachers should expect to see:

- Increasing accuracy in observation, description and recording.
- Increasing depth of follow up analysis.
- Increasing complexity of ideas/techniques used.
- Pupils working with increasing independence when using geographical equipment such as compass and other measuring devices e.g. thermometers, rain gauges and anemometers.

Subject content

The Statutory Framework for the Early Years Foundation Stage

Educational Programme -Understanding The World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: People, Culture and Communities

Children at the expected level of development (end of Reception) will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

National Curriculum

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. 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.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

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.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Assessment

Foundation Stage

Assessment is continuous in the EYFS and children who find concepts challenging are noted using Tapestry. Children are then supported by the adults within the setting to make progress. Tapestry is also used to celebrate those children who demonstrate a strong understanding. At the end of the EYFS, parents receive information as to whether their child is assessed as emerging or expected against the Early Learning Goal for Understanding the World.

Key Stage 1 and Key Stage 2

Assessment is an on-going process brought about by:

- observation of children working

- discussion with children – before, during and after working, including assessing what the children know at the beginning of a topic.
- looking at and marking of children's work
- book looks
- specific assessment tasks planned by the teacher: these come at the end of a topic.

Recording

- children record their learning in a topic book (alongside Science and other foundation subjects)

Reporting

- Children's annual school report indicates the effort and attainment that children have made each year in Geography.

Role of the Subject Leader

The role of the Geography subject leader is to:

- lead the teaching of Geography within the school, through the implementation of a yearly action plan, informed by their monitoring and evaluation of the teaching of Geography through school
- monitor the implementation of the policy and scheme of work and make changes where necessary.
- ensure continuity and progression of the teaching and learning of Geography across the key stages and the school
- order and maintain resources, managing a budget where allocated
- make staff aware of changes/ thinking in Geography
- support staff who are less confident with Geography
- provide staff training and development where necessary
- provide an example of good Geography practice.
- liaise/ collaborate with Geography subject leaders in the Family of Schools as appropriate, in order to share learning and examples of good practice
- support staff in the further development of assessment of Geography.

SEN, Inclusion and Equal Opportunities

We teach Geography to all children, whatever their ability. We set high expectations and provide opportunities for all pupils to achieve, taking account of pupils with SEN or disabilities; pupils from all social, cultural and linguistic backgrounds and more able pupils.

We recognise that there are children of different abilities in all classes and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by;

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty to challenge and extend pupils.
- Providing resources which are free from discrimination and stereotyping and are of different complexity, matched to the ability of the child.
- Using teaching assistants to support the work of individual children and groups while promoting participation and independence.

Monitoring and review

Monitoring is carried out by the subject leader for Geography and by the senior leadership team, in the following ways:

- Informal discussion with staff and pupils
- Scrutiny of Knowledge Organisers
- Observation of Geography displays
- Looking at children's written work for geography
- Classroom observation

Information gathered through monitoring activities is used to inform subject leader action planning, and the School Improvement Plan, as appropriate.

This policy was reviewed in October 2021, and will be reviewed every three years thereafter.

Signed: (On behalf of the governing body)

Signed: (Head teacher)

Date: 11/10/2021