



Southfields Primary School

Geography Policy

Date agreed: September 2022

Review Date: September 2024

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

School Vision, Aims and Curriculum Intent

A high-quality geography education should give pupils a personal experience of the wider world in which they live, how it is changing and their impact upon it. It 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 natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use 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.

“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”

Michael Palin 2007



“What is knowledge worth if we know nothing about the world that sustains us nothing about natural systems and climate, nothing about other countries and cultures?”

Jonathon Porritt, Director of Friends of the Earth (1984-1990).

“Geography makes us aware that we must think globally”

Bill Giles OBE, Head, BBC Weather

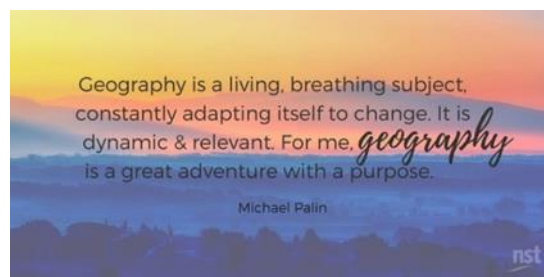
We are education explorers and will endeavour to:

- Ensure that all children receive a broad, balanced and ‘first class’ education
- Create an interesting and stimulating environment, which reflects our values, promotes a sense of community and an individual sense of self-worth.
- Develop our intent through themes linked to literature and practical activities as well as trips and visits.
- Ensure teaching activities will help assure lively, effective and appropriate learning based on the structured pathways.
- Provide a differentiated curriculum which will enable all children, from the most able to those with special educational needs, to make excellent progress.
- To enable our children to develop life skills, for an ever-changing world by continually evolving the curriculum.

- Promote social, cultural, moral and spiritual development, preparing children to be responsible citizens with British values.
- Encourage partnership with families and foster positive links with the community.
- Provide opportunities for children to develop independent enquiring minds and an enthusiasm for learning.
- Promote an understanding of the responsibility to sustain the local and global environment.
- To diminish the difference between pupil premium and disadvantaged children and their peers.
- To make links between social capital to become valued employees who contribute to the future

We believe the most effective way of achieving these aims is through the promotion of enquiry and curiosity, enthusiasm and challenge, sharing and learning together, the acceptance and embracing of differences, openness, respect and perseverance.

Our school aims to be an inclusive school where all children are welcome, feel happy and look forward to their school day. Every child is unique and we view those differences as opportunities for adults and children alike to learn more from each other.



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

- Develop contextual knowledge of the location of places, seas and oceans, including their 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

1. Introduction

At **Southfields** Primary School we are committed to providing all children with learning opportunities to engage in geography. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

Geography is an essential part of the curriculum, it provides a means of 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. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure.

Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

2. Aims

The aims of geography are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.

- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

3. Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working. In years 1-6, our school uses the Rising Stars Geography plans as a framework for breaking down the National Curriculum programmes of study into manageable chunks. All teachers adapt this planning according to the needs of the pupils in their class including those with SEND. Planning is also adapted to consider the local context, particularly in respect of fieldwork opportunities. Pupils learning is enriched through class visits/visitors, fieldwork and workshops inspiring pupils' curiosity and fascination about their world.

3.1 Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

The most relevant statements for geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

The most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters for Reception to match the programme of study for geography include:

Reception	Understanding the world		<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live
ELG	Understanding the world	People, culture and communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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.
		The natural world	<ul style="list-style-type: none"> • 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.

3.2 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.

3.3 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.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn	Our Local Area What's it like where we live?	Seasons What are seasons?	Climate and Weather - Why is climate important?	The Americas - Can you come on a Great American Road Trip?	Changes in our Local Environment How is our country changing?	South America – The Amazon What is life like in the Amazon?
Spring	People and their Communities Where in the world do these people live?	Journeys – Food Where does our food come from?	Our World Where on Earth are we?	Rivers and the Water Cycle How does the water go round and round?	Europe – A Study of the Alpine Region Where should we go on holiday?	Protecting the Environment Are we damaging our world?
Summer	Animals and their Habitats Where do our favourite animals live?	Our Wonderful World What are the seven wonders of our world?	Coasts Do we like to be beside the seaside?	Earthquakes and Volcanoes How does the Earth shake, rattle and roll?	Journeys – Trade Where does all our stuff come from?	Our World in the Future How will our world look in the future?

4. Geography curriculum planning

Geography will be planned, taught and assessed in accordance with the Rising Stars Geography framework whilst having regard for the statutory and non-statutory guidance with the National Curriculum (2014) which outlines the aims and objectives for Key Stage 1 and Key Stage 2. Schools are given the freedom when choosing certain areas, they wish to study.

Subject planning for Geography has three phases:

- Whole school: this ensures continuity and progression within the subject and ensures that there is no unnecessary duplication or omission.
- Year Group: this ensures that classes within the same year group cover the same areas aiming for the same objectives.
- Class: this allows the teacher to interpret the learning objective in their own way and deliver the lesson in an interesting way for their class, taking into account abilities and needs within the class.

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's substantive and disciplinary knowledge, skills and understanding in geography. We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts and to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in drama activities and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem, visiting relevant

sites and carrying out fieldwork. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

A variety of teaching and learning styles are used during Geography lessons. The principle aim is to develop the pupil's substantive and disciplinary knowledge, skills and understanding. This is achieved through:

- A variety of teaching methods are used to deliver Geography. These include:
 - Whole class teaching (for acquiring knowledge)
 - Small group work (for investigating and discussing)

- Opportunities for first hand experiences where possible. This includes:
 - Fieldwork
 - Visits to museums and other sites
 - Visits from people with specialist knowledge
 - Investigating maps and aerial photographs
 - Television
 - Audio
 - Drama and role play
 - Utilising new and existing equipment and resources, outside Eco area, pond and outside grounds.

- Activities the children are likely to be involved in are:
 - Investigations
 - Gathering, recording and analysing information
 - Discussion and debate
 - Question and answer
 - Writing
 - Presentation of findings

The geography subject leader monitors the class groups, year groups and the whole school thereby further ensuring continuity and progression within the subject.

5. Assessment and Monitoring

At Southfields Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to ensure the inclusion of all. The monitoring of the standards of pupils' work and of the quality of teaching and learning in geography is the responsibility of the geography subject leader. The work of the subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject at Southfields.

Geography is assessed in a variety of ways:

- Observations of pupils or groups on task
- Discussion with pupils about their tasks
- Work in books
- Pupil's own evaluation of their work
- Assessment quizzes

These assessments:

- Inform future planning
- Provide information about individuals or groups
- Provide summative information
- Provide information for parents

Assessments are carried out throughout both key stages and attainment is recorded on scholar pack. These are the responsibility of the class teacher with support from the assessment leader and geography subject leader.

The effectiveness of the geography curriculum will be evaluated in discussions with the head teacher, teaching staff and the geography subject leader. Resources, teaching methods, pupils' experience and needs will be identified and priorities for amendments to the policy and in-service support will be established. The annual evaluation of this forms the basis for an action plan, which will inform the school improvement plan.

The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

6. Resources

Resources are organised into boxes which are currently located in the resource cupboard in Key Stage 2.

The boxes include resources such as:

- Pictures
- Photographs including aerial photos
- Stories
- Reference books
- Field Maps
- Games
- Teacher resource books
- Newspapers
- DVDs
- Recorded television programmes and accompanying teacher notes.
- Measuring equipment
- Weather resources

Other Resources:

- Websites
- Outside Eco garden area
- Pond
- School grounds

The storage and maintenance of equipment and resources is the responsibility of the Geography coordinator. Any breakages are reported immediately to the Geography coordinator who can then replenish supplies and remove any dangers.

7. Contribution to other areas of the curriculum

Geography is particularly linked to work in other curriculum areas, which includes English, Maths, ICT and Science.

7.1 English

Reading and writing are essential for the processes of finding out about and communicating an understanding of geography. Discussion, drama and role play are aspects of the programmes of study for speaking and listening and are important ways for pupils to develop their understanding that people have different viewpoints and perspectives of their world.

With careful planning, geography texts and the reading and writing tasks completed in geography can provide opportunities for pupils to develop and apply their skills and understanding of English.

7.2 Maths

In Geography opportunities arise for pupils to apply their mathematical skills through:

- collecting, recording, presenting and interpreting data
- positional and directional languages
- co-ordinates and map skills

7.3 ICT

This can assist the pupils' learning in Geography by:

- enhancing their skills of geographical enquiry
- providing a range of information sources to enhance their geographical knowledge
- supporting the development of their understanding of geographical patterns and processes
- providing access to images of people, places and environments
- contributing to children's awareness of the impact of ICT on the changing world
- providing opportunities to collect data from real time sources through the use of digital weather stations

7.4 Science

Children are able to make links between different geographic skills and knowledge through Science topics and working scientifically.

KS1:

- Living things and their habitats

KS2:

- Rocks, soils and landscapes
- Living things and their habitats (Further exploration)
- Evolution