



Buckstones Community Primary School

Policy for Geography



Written and agreed by staff: 5th September 2022

Adopted by Governors: 20th. September 2022

Introduction:

At Buckstones Primary School, we are committed to providing all children with learning opportunities to engage in *Geography*. This policy outlines the teaching, organisation and management of *geography*, taught and learnt here at Buckstones.

We believe that *Geography* is an essential part of the curriculum; it provides children with a means to explore, appreciate and understand the world in which we live and how it has evolved. *Geography* explores the relationship between the Earth (physical) and its people (human) through the study of place, space and environment. It is taught progressively across the year groups, so that children achieve depth in their learning.

It contributes to the cultural, social, spiritual and moral life of pupils as they acquire knowledge of a range of different cultures and traditions and learn tolerance and understanding of different 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.

Our Aims:

Through our teaching of *geography* we aim to:

- instil in the children an interest in and a curiosity about human and physical *geography* across various places and environments, including their local surroundings.
- increase children's knowledge and understanding of other cultures around the world and, in so doing, teach respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- increase their knowledge and understanding of the changing world they live in.
- enable children to know and understand environmental problems at a local, regional and global level, including major issues and sustainability of both our local environment and the wider world and propose solutions to environmental problems.
- foster a sense of responsibility for the earth and its resources by encouraging in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- encourage pupils to ask questions about the world they live in.
- develop pupils' competence in specific geographical skills such as fieldwork, including how to use, draw and interpret maps.

Through Geography we can also:

- improve our pupils' skills in English, maths and computing
- develop their thinking and problem-solving skills
- promote their awareness and understanding of gender, cultural, spiritual and moral issues
- develop their as active citizens.

Intent

At Buckstones Primary School we believe that Geography inspires in pupils a fascination and a curiosity in the world in which they live. Interesting topics and high-quality teaching help to provoke interest and provide answers to questions about the natural and human aspects of the world we live in. Our broad and balanced curriculum takes account of our children's abilities, aptitudes and physical, emotional and intellectual development. Through geography, our children are able to learn a range of skills, concepts, attitudes and methods of working.

We encourage our children to develop a greater understanding and knowledge of the world, as well as their place in it. Our geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas. These skills can in turn be used to promote their spiritual, moral, social and cultural development.

Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Our curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, not only throughout their time at Buckstones, but also beyond. We believe that developing geographical skills is essential, as children today live in a world that is wide open to them. With opportunities to travel and work in different countries across the world, pupils need to efficiently use maps, charts and other geographical data, so the opportunities we provide for pupils to carry out geographical enquiry are of great long-term value.

Implementation

Geography at Buckstones is taught in blocked units of work throughout the year, so that children can achieve depth in their learning. Units have been hand-picked to suit our children's needs and are planned across the school to include strong links to our local area so that children have a deep understanding of where they live and understand their place within society.

Concepts are taught and skills are applied through each unit of geography; these build progressively as pupils move through the school. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school.

Fieldwork is an integral part of our geography curriculum. We include as many opportunities as we can to involve children in practical geographical research and enquiry. Examples include conducting a 'where we live' survey (Y1) and paying a visit to Shaw (Y2). Pupils also engage in a variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the internet to investigate a current issue.

Across KS1 and KS2, a range of key concepts are explored through each geographical unit and provide lenses through which to consider different aspects of the world. These concepts are revisited through different geographical units as children move through the school in order to deepen their understanding.

Our medium-term plans have been individually written by staff and have been designed to meet the needs of our children; this is something upon which we pride ourselves. We aim for the vast majority of our children to achieve the expected standard by the end of each academic year.

Impact

At Buckstones, our curriculum is both broad and balanced, and cross-curricular outcomes in geography are also specifically planned for. This is evident when looking in our children's books - not only their geography books, but also other books such as English, maths and science. The children's books demonstrate their acquisition of identified key knowledge for each of our classes.

We pride ourselves on the fact that we seek every opportunity we can to take our learning outside the classroom - the trips our children go on are varied, enjoyed by all and provide real opportunities for contextual learning. Our local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded into our practice. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.

We appreciate how lucky we are that our school sits in a wonderful setting. Our school grounds are beautiful and we make the most of these, especially in the Early Years and Year 1. Years 2 and 3 are able to venture a little further afield, albeit still within walking distance, to Crompton Moor and Shaw. Our position in the heart of the North-West also means that Manchester is on our doorstep for our Year 4s and the Irish Sea Coast isn't too far away for our Year 5s, whilst even London is accessible for our Year 6 day trip to the capital.

We have found the impact of opportunities to learn outside the classroom to be incredibly powerful. Not only do children find them enjoyable and informative, they provide memorable first-hand experiences which children remember in the long-term.

Curriculum Organisation

Early Years

Geography is taught in Early Years as an integral part of the theme work covered during the year. At Buckstones, we relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum 2022. The most relevant statements for geography are taken from the following areas of learning: Mathematics and Understanding the World

Key Stages 1 and 2

The fundamental knowledge, skills and understanding of Geography are set out in the National Curriculum Programmes of Study: Key Stages 1 and 2. The Geography scheme of work sets out the detail of the programmes and skills that should be taught in each year group.

Key areas of learning in Geography across both key stages are as follows:

- ♣ locational knowledge
- ♣ place knowledge
- ♣ human and physical geography
- ♣ geographical skills and fieldwork

KS1

- During Key Stage 1, pupils use and make a range of geographical resources such as photos and maps to locate features in their locality and the world.
- They look at land use, climate and physical features of Great Britain and other locations in the world.
- Children are taught the principle of directions using maps (including digital) and compasses.
- They also develop an understanding of how humans and nature can affect and shape the landscape.
- They learn differences between human and physical features of geography and how one impacts on the other.
- Children also understand that they have responsibilities to care for the planet and its resources.

KS2

- During Key Stage 2, pupils compare physical and human features in their own locality to different locations around the world.
- They conduct fieldwork to identify common geographical processes, to make observations, collect data and draw conclusions from their findings.
- They are able to interpret a range of sources of geographical information and present geographical information in a variety of ways.
- Children develop an understanding of map work so that these features can be examined and identified in a wider context.
- They understand the processes that give rise to key physical and human features and how these change over time.
- Pupils also understand their responsibilities as global citizens, who can think both critically and creatively, to play their part in caring for and sustaining our world and resources.

Teaching & Learning - How is the Geography curriculum delivered?

We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- they have access to, and are able to handle high quality resources
- they go on visits to places of interest both locally and further afield
- they have access to secondary sources such as books, maps and photographs
- experts and / or visitors talk about personal knowledge and experiences
- they undertake fieldwork by exploring their local area and examining pictures from past and present
- they are shown, or use independently, resources from the internet and videos
- they are able to use non-fiction books for research
- they are provided with opportunities to work independently or collaboratively
- their work is celebrated around school (geographical displays).

Pupils with SEND

We recognise the fact that we have children of differing abilities in all of 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.

Monitoring

Monitoring of the standards of the children's work and of the quality of teaching in Geography is the responsibility of the subject leader. Monitoring takes place regularly through sampling children's work (book scrutinies and pupil interviews), and teacher planning (planning scrutinies). It is important to monitor the impact that teaching has on the children's learning, to ensure that knowledge and skills are being taught progressively.

Monitoring and moderation takes place regularly through:

- Monitoring of planning
- Learning Walks
- Observations
- Scrutiny of Books/Work

- Moderation of work
- Discussions with Pupils/Pupil Voice Questionnaires
- Staff Meetings and Staff Audits
- Meetings/observations with the nominated governor

The work of the subject leader also involves:

- promoting geography throughout the school
- advising and support staff in planning, teaching and learning of geography
- monitoring teachers' planning as part of on-going subject monitoring and evaluation of practice
- using feedback from monitoring to develop an action plan for geography with realistic and developmental targets
- carrying out an audit of geography resources, ensuring they are readily available and well maintained, as well as purchasing new resources where necessary
- keeping up to date with new developments in geography, and then disseminating this information to staff.

Class teachers are responsible for

- the planning and teaching of geography
- assessing children's understanding
- follow the school's long-term and medium-term plans for geography
- ensuring knowledge and skills progression through quality first teaching.

Resources

We continually review the resources in our school in order for us to be able to teach all of our geography units. Children have access to non-fiction books (including atlases) as well as maps and globes, plus computer and iPad access for research purposes.

Assessment

At Buckstones, assessment is an integral part of the teaching and learning process. It is used to inform planning, facilitate differentiation and set next steps for learning, in order to ensure that progress is being made. Feedback is given to the children as soon as possible. Parents receive a written report detailing their child's progress (including in geography) on an annual basis. In Reception, pupil achievement will be assessed against the Early Learning Goals and is again reported to parents.

Date of next review: September 2024

Appendix 1 - Long Term Plan for Geography

<u>Year Group</u>	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
Reception	Use simple maps of our local area, with focus on school and other well-known buildings.				Understand the effect of changing seasons on the natural world around them.	Recognise some similarities and differences between life in this country and life in other countries.
Year 1	Fieldwork, inc. mapwork <i>Around our School</i>			Locational Knowledge <i>London & The United Kingdom</i> Geographical Skills & Fieldwork <i>Compass Directions</i>		Locational Knowledge: <i>Around the World: 7 Continents & 5 Oceans</i> Human & Physical Geography <i>Hot & Cold Places</i>
Locational Knowledge (use maps, atlases & globes) / Human & Physical Geography (weather, ongoing topic)						
Year 2	Geographical skills & fieldwork <i>Local Geography- Shaw</i>		Place Knowledge <i>Isle of Coll - small area of the UK</i>	Place knowledge <i>St Lucia - contrast with Non-European country</i>		

	Human & Physical Geography (<i>physical and human features</i>)		
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<u>Year Group</u>	<u>Autumn Term</u>	<u>Spring Term</u>		<u>Summer Term</u>	
Year 3		Locational Knowledge <i>UK</i>		Physical Geography <i>Rivers</i>	Physical Geography <i>Mountains</i>
		Geographical skills & fieldwork <i>Use of maps, atlases and globes</i>			
Year 4	Locational Knowledge / Geographical skills & fieldwork <i>UK: Greater Manchester</i>	Place Knowledge <i>European Countries/Region of France (Marseilles)</i>			
	Geographical skills & fieldwork <i>Use of maps, atlases and globes</i>				
Year 5		Physical Geography <i>Volcanoes & Earthquakes</i>		Physical Geography <i>Biomes / Vegetation Belts</i>	Locational Knowledge <i>Coasts / Region in the UK</i>
	Geographical skills & fieldwork <i>Use of maps, atlases, globes and fieldwork</i>				

Year 6	Geographical Skills / Locational Knowledge <i>Grid References, Time zones, Climate Zones</i>		
		Place Knowledge <i>South America: Rainforests</i>	Locational Knowledge <i>UK: London</i>

Year 6			Geographical Skills / Locational Knowledge <i>Grid References, Time zones, Climate Zones</i>	
			Place Knowledge <i>South America: Rainforests</i>	Locational Knowledge <i>UK: London</i>

Appendix 2 - Examples of Cross-Curricular Opportunities (Geography)

Geographical Study is combined with work in other subject areas wherever possible. Examples include:

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. In Key Stage 1 we ensure that some of the texts we use in the teaching of English are geographical in nature e.g. Y2 using the Katie Morag books 'An Island Home'.

In Key Stage 2 we have debates and discussions because we believe that these develop speaking and listening skills. Reports, letters and recording information all help to develop children's writing ability.

Maths

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and as they progress through KS2 they learn how to use four- and six-figure grid references. They also use graphs and charts to explore, analyse and illustrate a variety of data.

Computing

We make provision for the children to use the computer in geography lessons where appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the internet.

PSCHE

Geography contributes significantly to the teaching of this subject. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions.

Languages (French)

In Key Stage Two we study French; this provides us with the opportunities to learn more about the geography and culture of France, as well as the language.