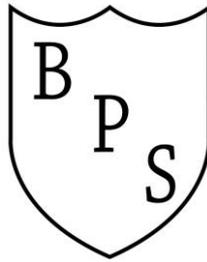


Burnside Primary School



Geography Policy 2022

Written by Janine Jackson: October 2021
Reviewed: January 2022

Introduction

At Burnside Primary School, we believe *Geography* is an important part of the curriculum where pupils can become engaged and develop key skills. *Geography* is an exciting, relevant subject which can be seen in action in the daily lives of our pupils. There are many cross curricular links to ensure pupils are able to see the subject in context of themselves and the lives of the community around them and wider world, developing their ideas of global citizenship.

This document sets out a framework within which teaching and non-teaching staff can operate and give guidance on planning, teaching and assessment.

Geography teaches an understanding of places and environments. Through their work in *geography* children learn to **enquire** about their area and compare their life in this locality to other regions in the United Kingdom and in the rest of the world .They learn how to **draw and interpret maps** and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of **human** *geography* children gain an appreciation of life in other cultures. *Geography* teaching also motivates children to find out about the **physical** world and enables them to recognise the importance of sustainable development for the future of mankind.

Key Aims of Geography

Geography Curriculum Aims

Overall, our aim is to develop children's spatial awareness through a growing range of enquiry skills, knowledge and understanding of people, places, patterns and environments. In addition, the aim of our carefully planned curriculum is to foster the ability to use and apply geographical skills in other areas of the curriculum and in real life.

EYFS

The principal focus of *geography* in EYFS is for children to investigate their surroundings. Pupils learn about *geography* within the EYFS curriculum 'Understanding the World'.

ELG: People, Culture and Communities Children at the expected level of development 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.

Key Stage 1 and 2

The principal focus of geography in Key Stage 1 and 2 is:

1. to develop their knowledge of knowledge and understanding of places in the world;
2. to increase children's knowledge of other cultures and, in doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
3. to allow children to learn graphic skills including how to use, draw and interpret maps;
4. to enable children to know and understand environmental problems and world events at a local, regional and global level;
5. to develop a variety of other skills including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way;
6. to acquire skills in carrying out observations and in collecting, organising, recording and retrieving information as part of an enquiry. To be able to use a variety of sources to find information. To be able to communicate their findings in various ways.

See long and medium term plans for further information regarding intent.

Geography Long Term Plan

	Autumn	Spring	Summer
Year 1	What is my place like?	What can I find in my corner of the world?	The United Kingdom
Year 2	Hot and Cold	Continents and Oceans	How is the UK different to other places in the world?
Year 3	Coasts and Caves	Why is the Northeast special?	What can we discover about Europe?
Year 4	Climate Zones	Why does Italy shake and roar?	Is the UK the same everywhere?
Year 5	Where could we go? Fantastic Journeys	When the world goes wrong!	Why do we have cities?
Year 6		Fantastic Forests	Where has my food come from?

Curriculum Threads

There are three curriculum threads which are interwoven throughout our Geography curriculum. These threads allow our children to build upon their knowledge as they progress through our school.

- Intercultural understanding
- local fieldwork
- environmental issues and dilemmas connected with sustainability

Implementation

Teaching and Learning Style

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry based research activities. We encourage children 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 and aerial photographs and we enable them to use computing in geography lessons where this serves to enhance their learning. They engage in a wide variety of problem-solving activities e.g. research of a local environmental problem or use of the internet to investigate a current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children 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;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Geography Curriculum Planning in EYFS

Planning for Geography in EYFS is done using Early Learning Goals, where possible the planning will link to children's interests and the environment will be resourced in order to support children's learning, a variety of long term and short term plans are used.

Geography Curriculum Planning in KS1 and KS2

Planning for all Geography lessons is done using the 2014 National Curriculum and the KS1 and KS2 Skills progressions statements. This ensures that knowledge, skills and understanding is developed throughout the year (short-term) and the Key Stages (long-term). Our curriculum planning is in three phases, namely, long-term, medium-term and short-term planning.

As a school we have developed a long term curriculum overview we feel would best meet the needs of our children. We have identified key skills we aim for our children to develop and knowledge they should gain throughout each year group.

The medium term plans list specific learning objectives and outcomes for use in the short term planning. The plans list specific learning objectives taught in the classroom. We are an inclusive school and extension opportunities are incorporated into planning so that the children build upon prior learning, giving children of all abilities the opportunity to develop their skills, knowledge and understanding. We build progression into the scheme of work so there is an increasing challenge for the children as they progress through school.

The Contribution of Geography to Teaching in Other Curriculum Areas Our curriculum enables us to teach in a cross-curricular manner where appropriate. Throughout school Geography is taught both discretely and in a cross-curricular way. The curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills.

Resources

We have sufficient resources in our school to be able to teach all the geography scheme of work outlined in our Long Term Plan. We keep these resources in a central store and classes also have class based equipment. We also keep a collection of geography equipment which the children use to gather weather data and atlases/globes for both Key Stages. We use specific online resources such as ODDIZZI to enhance learning opportunities and provide high quality resources.

Fieldwork

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 on our site and in our local area. At Key Stage 1, the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site and the local area looking at human features. In Year 3 these skills are built upon and children then investigate physical features in the locality.

Links to other subjects

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. At Key Stage 2 we may organise debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability.

Mathematics

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children to represent objects with maps. The children study space, scale and distance and they learn how to use four and six figure grid references. They also use graphs 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. We incorporate ICT in our geography curriculum planning in EYFS, KS1 and KS2. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the internet (safe search is used). We also offer children the opportunity to use the digital camera to record and use photographic images. Bee-Bots (small programmable robots) are used for direction and mapping work.

Personal, Social and Health Education (PHSE) and Citizenship

Geography can inspire pupils to develop their concept of themselves as a global citizen and become aware of a range of social issues which would be beyond their own experience. For example, children study the way people recycle materials and how environments are changed for better or for worse and the impact an individual may make. The nature of the subject means that children have the opportunity to take part in debates and discussions. Thus geography in our school promotes the concept of positive citizenship.

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. 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 other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development.

Assessment and Impact

A range of assessments are used. We assess children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work we mark and comment as necessary. This information then informs planning.

Active geography: pupils DO geography, rather than just listen to it, by being engaged in practical activities in and beyond the classroom. Staff will note down children's ability to engage in these activities.

Geographical voice: The pupils should have ample opportunity to engage in discussion, debate and oral presentation, rather than just writing about the geography they are doing (so that it is geographical knowledge and understanding, not literacy, that is being assessed).

Summative Assessment: Where appropriate, children will complete quizzes, assessments of write what they have learned in a topic.

Inclusion and the Geography Curriculum

At Burnside Primary School we teach geography to all children whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that match the needs of children with learning difficulties. Teachers

take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils in order to narrow the gap.

At Burnside we aim to make Geography an accessible subject for all. Staff assess any barriers to learning and following this, ensure children have the opportunity to be read to where appropriate- for example when reading information from a text, this may be delivered through peer support, or an adult reading to groups, or the whole class. Children are given a word bank to support with understanding of vocabulary. Pre-learning is utilised to support children with understanding of the context of the topic covered. Staff may scribe for children who struggle to record in written form. We use recapping of information, to support memory retention of knowledge. When assessing pupils, we give pupils with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary.

In order to support the needs of children with EAL, staff utilise the resources highlighted in the previous paragraph. In addition to this, staff have pictorial word bank which may be used.

It is the responsibility of all teachers at Burnside Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the geography curriculum and make the greatest possible progress in accordance with recent legislation.

Monitoring and Review

The geography subject leader contributes to the development plan each year. Monitoring and review will take place according to current school practice. This policy document will be reviewed every twelve months to assess its value as a working document.