Procedures for Geography

Walton-on-Trent CE (C) Primary and Nursery School

Living, learning, laughing in God's Love

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Introduction

This document outlines the teaching, learning and organisation of how Geography is taught at Walton-on-Trent CE Primary and Nursery School.

The document has been written as a result of staff discussion and its implementation is the responsibility of all teaching staff. The responsibility of monitoring and review is with the geography subject leader.

The main purposes of this document are:

- To establish and entitlement for all pupils
- To establish expectations for children and staff for the subject
- To promote, progression, continuity, and coherence across the school.

Geography is a foundation subject within the National Curriculum. The aims of teaching Geography at Walton-on-Trent are consistent with our school philosophy and take account of the National Curriculum expectations of Geography.

A high-quality **geography** education 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, and resources, 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, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different stages are shaped, interconnected, and have changed over time.

'National Curriculum, 2014'

Vision statement 2020

To be a vibrant learning community aspiring to celebrate God's love and the uniqueness of each individual. This means offering kindness, honesty and respect to our local and global community and demonstrating courage, perseverance and ambition in order to flourish in the joy and hope of 'life in all its fullness' (John 10.10)

Values

Honesty

Respect

Ambition

Perseverance

Kindness

Courage

Motto

Living, learning, laughing in God's love

Safeguarding and Child Protection

We seek to safeguard children and young people by:

- valuing them, listening to them and respecting them;
- adopting child protection guidelines through procedures and a code of conduct for staff and volunteers;
- recruiting staff and volunteers safely, ensuring all necessary checks are made;
- sharing information about child protection and good practice with children, parents, staff and volunteers;
- sharing information about concerns, with agencies who need to know, and involving parents and children appropriately;
- providing effective management for staff and volunteers through supervision, support and training. See Safeguarding and Child Protection Document for further information.

Geography Intent

The intent of the geography curriculum is to stimulate a deep knowledge and understanding of the human and physical world, how these interact and above all the necessity of achieving a sustainable future.

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. Our curriculum will stimulate an interest in and a sense of wonder about our planet and ensure pupils:

- Understand their moral responsibilities as local and global stewards.
- Are equipped with invaluable transferable skills and a deep sense of empathy.
- Understand their individual and collective significance in the world around them.
- All children no matter their needs will have access to the Geography curriculum, including SEND, and EYFS.

Some 'overarching' termly topics may be more geography based, whereby much geographical study is undertaken within a term. Historical and Geographical learning is balanced across the academic year, so that children gain breadth and depth of learning within both areas. Cultural capital gives our pupils the background required

to be informed and thoughtful members of our community who understand and believe in values.

Implementation

In order to achieve the aims outlined above, Geography is organised into topics across the school following the National Curriculum. These topics are set out for each class from our school led scheme and are used as a basis to help and support teacher planning, however teacher lesson design is not limited to. The teachers use creative and cross-curricular approaches as well as teaching the subjects independently. As we have mixed classes, we provide suitable learning for each year group this can be seen in our progression maps. Staff ensue they teach lessons engaging with indoor and outdoor learning this enable children to see different contexts and experience a broader choice of activities. Supporting their curiosity, critical thinking and enhancing their cultural capital. Through the year we aim to invite outside agencies in to support children's learning in new ways and consolidate previous learning, e.g., a theatre company visit. Children will complete work in a range of ways to suit all learning needs, this will include working individually and in mixed ability groupings. Pupils study Geography for one hour per week for three terms across the school year.

Cognitive science

This has been proven helpful in helping children remember information and transfer it too their long-term memory. In Geography children are asked to complete retrieval practice and the aspect of cognitive science.

Planning and evaluation of work take place in weekly, medium and long-term plans. The Humanities subject leader will complete a book trawl to ensure curriculum coverage is consistent. People with an interest in or expertise in a particular topic or area of geography may be invited into school to work with the children. Such visitors may include parents, grandparents, other family members, neighbours, and the local community. School trips are also a part of the curriculum delivery to enable children to have a wider experience of a topic and develop their cultural currency.

Impact:

Within Geography we strive to support the children with the geographical knowledge and skills to help them explore, navigate, and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education.

We use lesson observations and learning walks to check learning and expectations.

Pupils' attainment and progress is measured against the objectives set in the national curriculum and recorded by teachers using Sonar, this informs teachers, future activities, and parents.

Supporting pupils in Geography, including pupils with SEND

We recognise that in all classes' children have a wide range of ability in Geography, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. There is a lack of specific research on pupils with special educational needs and geography education. However, findings into what makes an effective Geography curriculum provides some suggestions regarding effective support for pupils with SEND. All pupils are entitled to a broad geography curriculum. Any adaptations made to support pupils' learning in geography usually should not be to the overall curriculum content but rather to how the content is taught. In the case of pupils with the most complex learning needs, there may be occasions when it is appropriate to modify the curriculum. However, this will be the exception.

Ensuring that all pupils otherwise encounter the same content is particularly important given the role that hinterland information has in facilitating learning in Geography. This suggests that significantly reducing content or complexity for some pupils might in fact limit their access to content or limit their ability to learn. It is likely that pupils will benefit most from support that combines extra attention to securing the most generative knowledge, while ensuring that all pupils are able to learn about events and periods in a rich context and through meaningful examples.

This can be achieved by:

- Setting tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty, some children not completing all tasks.
- Grouping children by ability in the room and setting different tasks for each ability group.
- Providing resources of different complexity, depending on the ability of the child.
- Using teaching assistants to support children individually or in groups.

Early Years Foundation Stage

The Understanding the world area of the EYFS 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 including role play areas e.g., set up as a travel agents. 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.

Key Stage 1

- 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 [for example, near and far; left and right], 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

- 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 Geography 187
- 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.

Planning and resources

We use the National Curriculum scheme of work as the basis for our planning in Geography. We also use Curriculum Maestro as a basic topic geography plan, teachers are then free to use the ideas as they like. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge. We plan progression so that the children are increasingly challenged as they move through the school. We carry out curriculum planning in geography in three phases (long term, medium term, and short term). The long-term plan maps the geography topics studied in each term during each key stage. The class teacher writes the lesson plans for each Geography lesson (short-term plans). These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although he or she and the subject leader often discuss them on an informal basis. Plans are stored on the staff shared drive for monitoring purposes and ease of access for the teachers and geography subject leader. There are sufficient resources for teaching all geography units in the school. They are located in the hall the shared resource area. The library contains a good supply of topic books and software, and iPads are available to support children's individual research.

Cross Curricular opportunities

Staff are encouraged to develop cross-curricular links with geography and other subjects to provide a relevant and meaningful curriculum for pupils.

English
Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing geographical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters, and through using writing frames

Mathematics
The teaching of geography contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when completing data collection, analysis activities, map work, children are required to use compass skills, grid references and a range of symbols.

PSHE
We also contribute to the development of PSHE in our teaching of geography, by looking at the establishment of multicultural Britain and the moral implications of the actions of historical figures. Children are therefore provided with many opportunities to discuss moral questions.

Computing
Wherever appropriate we use computing to enhance our teaching of history. The children use ICT in a variety of ways, such as word-processing, researching and presenting information through PowerPoint.

Assessment, Recording and Reporting

In assessing children's abilities and achievements, we consider the knowledge and understanding of the subject, the ability to use a variety of sources, the appreciation of different interpretations of geography and the ability to communicate. Assessment is made by the teacher continuously and in particular by identifying specific activities which target the key elements. Classroom monitor is used to record these assessments.

Assessment in the Early Years takes into account the Early Learning Goals, in particular, Understanding the World, People and Communities. Classroom monitor is used to record these assessments.

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to

provide opportunities for self-assessment, consolidation, depth and target setting.

- Book moderation and planning monitoring.
- Pupil voice asking the children questions and finding out if they can remember ideas form pervious terms.
- Peer and self-assessment of work. Children evaluate at the end of the unit upon completion of a final piece of work.

Equal Opportunities

All teaching and non-teaching staff at Walton-on-Trent are responsible for ensuring that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

Health and Safety

We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, teachers should be aware of health and safety issues. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils. Before undertaking a field trip, teachers are encouraged to visit the proposed area of study and fill in a risk assessment form. Further information can be found in the Health and Safety and Wellbeing Document and Educational Visits Document.

The role of the Subject Leader

One of the main purposes of the subject leader is to facilitate the implementation of the National Curriculum Geography and Geography at Walton-on-Trent. Advice and support should be offered to staff including training in school and through outside agencies. Changes in National Curriculum requirements should be communicated to staff. The subject leader is responsible for preparing policies and documents.

Date approved by the Governing Body ……..

Date to be reviewed by the Governing Body: ……

Signed