

Fitzwilliam Primary School

Geography Policy

Date	Review Date	Lead
August 2020	August 2021	Vikki Scott

“Teaching what will matter to our children so that they know more, remember more and understand more.”

1. Introduction

Geography is the study of places. It explores the relationships between the world and its people. It studies the location of the physical and human features of the earth and the processes, systems and inter-relationships that create and influence them. It examines how people affect, manage and sustain their environment.

Geographical enquiry helps children to learn about their immediate surroundings, the broader world and how the environment can affect their lives and determine decision-making. The study of geography helps to develop a sense of identity and promotes responsible citizenship.

2. Aims

At Fitzwilliam Primary School we aim to:

- develop contextual knowledge of the location of globally significant places; both terrestrial and marine, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;
- create an understanding of 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;

- be 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.

(As outlined in the 2014 National Curriculum.)

3. Objectives of the Geography Curriculum

Children will be taught a range of knowledge of skills in both Key Stage One and Key Stage Two. Both key stages will focus on locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

Foundation Stage:

The geography curriculum is known as; Understanding of the World and is organised on a topic basis. Children cover the three aspects of physical, human and environmental geography. The Geographical skills listed below are incorporated into the various topics:

- use correct geographical vocabulary
- use and develop enquiry skills
- follow directions using map skills
- form views and opinions about the environment
- be aware of the local environment
- be aware of the wider world
- be aware of ICT within Geography

Key Stage One:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. The Geographical skills listed below are incorporated into the various themes:

- 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;
- 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;
- 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 key physical and human features;
- use world maps, atlases and globes to identify key areas of interest,
- Be able to 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, create simple maps and use symbols to create a key;
- conduct simple fieldwork and observations to study the locality of the school and the surrounding area.

Key Stage Two

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.

- 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);
- 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;
- describe and understand key aspects of physical and human geography;
- 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.

4. Field Work

It is encouraged that teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork. When sessions lead to leaving the school grounds staff must adhere to Wakefield Authorities Risk Assessment procedures using Evolve. Any water activities or work near water requires at least 10 weeks notification and application prior to the visit. (See additional risk assessment policies for further information and clarification.) **Due to COVID-19 it will be regularly reviewed within the Government Guidance as to when and where pupils and staff may be able to conduct external visits to the school grounds.**

5. E-Safeguarding

The geography policy and scheme of work adheres to the whole school E-safeguarding Policy, when using GIS, Google images, Google Maps and other online research tools. This policy can be found in main school.

6. Teaching of Geography at Fitzwilliam Primary School

As Geography coordinator I believe that there should be a clear intent for how we plan, deliver and assess the impact when learning about Geography in our school.

Intent	Research link	Implementation	Impact
<ul style="list-style-type: none"> To build a geographical curriculum that develops learning and results in the acquisition of knowledge of their world around them so that they know more, remember more and understand more. <p>This is through the use of: -planning with the National Curriculum -progression grid -subject specific content -appropriate connections to other curriculum areas</p>	<p>Education Endowment Fund research indicates that by identifying key learning styles of children will underpin the individual's style of preferred learning. The theory is that learning will therefore be more effective or more efficient if pupils are taught using the specific style or approach that has been identified as their learning style. A successful approach will allow children to make an additional two month's progress.</p>	<ul style="list-style-type: none"> Knowledge Organisers and Knowledge Walls <i>Children have access to key language and meanings in order to understand and readily apply to their written, mathematical and verbal communication of their skills, in a purposeful context. This promotes connections to be made across all foundation subjects where applicable.</i> Key Vocabulary <i>The promotion of a language rich Geography curriculum is essential to the successful acquisition of knowledge and understanding in Geography.</i> Independent learning: <i>In Geography children are encouraged to enquire about their topic of interest and develop their independence when locating places, describing places and exploring the outdoors.</i> Children will access resources to acquire learning through atlases, text books, maps, digital technology and photographs. <i>Children will use a range of secondary resources to develop their knowledge and understanding that is integral to their learning.</i> Enhancement – <i>In order to enhance the curriculum for geography children access the local area at least once a term; by making connections through all the different curriculum areas and have access to a local map. With this map they navigate and apply their geographical skills when accessing the local area.</i> Educational Visits to enhance their cultural capital <i>Where applicable links to geography will be made to develop the children's topical learning.</i> 	<ul style="list-style-type: none"> Children will achieve age related expectations in Geography at the end of their cohort year. Children will retain knowledge that is pertinent to geography with a real life context. Children will understand how geography 'happens' in their local area. Children will have a good understanding about the world around them and how it has been shaped. Children will know more, remember more and understand more. The pupil voice will represent an understanding of what geography is and how they have applied this learning in a given context as part of a highlight task.
<p>To build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more.</p>	<p>The Council for Learning Outside the Classroom indicates that good quality learning outside the classroom adds significant value to young people's learning. It provides a context for accumulating integrated and subject based knowledge and for developing key skills. Effective learning outside the classroom relies on problem-solving skills, cooperation and interpersonal communication: all essential skills for today's young people.</p> <p>Education Endowment Fund research indicates that by developing collaborative learning experiences with a high level of challenge, problem solving, reflection and</p>	<ul style="list-style-type: none"> Outdoor Learning opportunities with the curriculum <i>Teaching and Learning should plan for outdoor learning opportunities within geography lessons termly. This may be using the school grounds, local area or wider community to apply and explore their subject specific task.</i> Children will access their local environment to get a hands on experience in their learning. <i>This may not be geography led but is an expectation that all pupils visit their local area at least once a term. Children will become more aware of their local environment and as they progress through their geographical education and use a map specific for their areas of enquiry.</i> Educational Visits to enhance their cultural capital <i>Where applicable links to geography will be made to develop the children's topical learning.</i> Forest School Link <i>All children will access Forest School learning from a trained teacher in school.</i> 	<ul style="list-style-type: none"> Children will achieve age related expectations in Geography at the end of their cohort year. Children will retain knowledge that is pertinent to geography with a real life context. Children will understand how geography 'happens' in their local area. Children will begin to understand their wider world and the implications that we as citizens have on it. Children will work collaboratively to solve problems and explain

	discussions will enhance the ability of children to use the outdoors to conduct enquiry based learning. A successful approach will allow children to make an additional four month's progress.	<ul style="list-style-type: none"> • British Values and PSHE Children will learn and revisit the importance of our world and how it should be treated through a range of cultural capital activities and experiences. . 	<p>the processes that they have taken/observed within a real life context.</p> <ul style="list-style-type: none"> • Children will act as good citizens within their local community.
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To enable our children to meet the intentions of the Geography Curriculum, it is delivered through termly topics where other programmes of study connect within it. Geography can be incorporated within other curriculum areas such as Maths, PSHE and Science to enhance and develop skills further.

Responsibilities of the teacher:

- Teachers will plan a variety of approaches to ensure there is continuity and progression;
- Planning will outline a clear curriculum knowledge driven objective;
- Organise differentiated tasks for children which provide appropriate challenge for all abilities;
- Provide the opportunity for children to ask and answer geographical questions as well as discussing topical issues;
- Allow groups to communicate their findings using a variety of ways including the use of computing;
- Provide feedback to the children in accordance with the school policy and offer challenge in the feedback where appropriate based on a geographical skill;
- To keep organised and on-going records of the progress of their cohort.

Due to COVID-19 the use of resources will be shared and cleaned in guidance with the Government's guidance.

The shared pedagogy of Geography is designed to allow a consistent approach to the delivery of Geography for all pupils across all stages. This is highlighted within the progression document for all staff and stakeholders to be aware of.

This document aims to give guidance on the progression of geographical knowledge and skills across the year groups.

It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils).
 Potential GD pupils should also be encouraged to make more consistent and confident reference to the connections between Geography in the classroom and the world around them, locally and globally.
 When deepening their skills and knowledge, they should be encouraged to work with greater independence and with a clear context.

In Geography, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In Geography, the following approaches will be used, and be evident in lesson observation, pupil voice and, when appropriate, children's curriculum books, in order to ensure that the Geographical learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their geographical experiences in school:

<p>Teaching Sequence in Geography. Every year group's unit of work should include:</p>	<p>Geographical Enquiry When introducing a new topic in Geography pupils should have the opportunity to ask geographical questions and enquire about their topic of interest based on prior learning knowledge. Where is this place? What is it like? (and why?) How and why is it changing? How does this place compare with other places? How and why are places connected?</p>	<p>Teaching Sequence in Geography. Every year group's unit of work should include:</p>	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration; modelling use of appropriate vocabulary in context.
	<p>Locational Skills Identify and locate their place of interest using maps, aerial photographs, the internet and other sources of information.</p>		Constructivism	Enquiry-based learning
	<p>Vocabulary – human and physical features to be included Understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context. All pupils will access language from their knowledge organisers and knowledge walls within the classroom.</p>		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	<p>Application-outdoor learning Use the outdoors to understand process, map reading skills, directional language, to develop their fieldwork skills based on their learning.</p>		Liberationism	Pupil-led learning; opportunities to showcase learning
	<p>Apply their knowledge from their topic to the world around them locally and globally. What could/should the world be like in the future? What can we do to influence change? <i>These connections can be made across other subject areas (history/PSHE/science)</i></p>		Learning, working and talking like a geographer	Being introduced to the key vocabulary that a Geographer would use; defining the key vocabulary that a geographer would use; high expectations of pupils 'talking' like a geographer.

7. Reasonable Adjustments

As a curriculum leader in Geography, I recognise the importance to ensure that children with identified Special Educational Needs and/or Disabilities have access to an ambitious Geography curriculum. Within the curriculum area of Geography, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

8. Leadership of Geography

The geography leader will follow the school's subject leadership timeline to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring the Scheme of Work has clear timetabled teaching time throughout the term;
- Moderate work samples with the pupils and/or teachers;
- Discussions with pupils;
- Conducting learning walks to observe the coverage and outdoor learning opportunities within geography;
- Provide guidance to colleagues;
- Assist with maintaining and replenishing resources that are required within the budget;
- Assisting staff to implement assessment throughout school;
- Ensure that the Schemes of Work allow for progression across school;
- Keep up to date with changes or new initiatives that would support the development of geography at Fitzwilliam Primary School.

9. Spiritual, Moral, Social and Cultural Links to Geography

The spiritual development of pupils is shown by their:

- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning

- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.