



Broadmead Primary School

The Pioneer Academy

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GEOGRAPHY POLICY

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School Vision

At Broadmead Primary School every minute matters. We will create a safe and nurturing environment, where everyone feels valued and achievements are celebrated. Our pupils will have a thirst for learning and a resilience in all that they do.

As part of our diverse community, we are committed to providing high quality teaching and learning, along with memorable experiences; where goals are reached and dreams are fulfilled.

Purpose of study

At Broadmead 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.

Head Teacher – Mrs Sarah Hunter

Deputy Head Teachers – Mrs Grace McDougall Assistant Head Teacher – Miss Louisa Nymeke

The Pioneer Academy is committed to safeguarding and promoting the welfare of all our pupils and expect all staff and volunteers to share this commitment.

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.

Teaching and learning

The school uses a variety of teaching and learning styles in geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

At Broadmead Primary School we want children to experience geography through a variety of learning and teaching styles and settings. These could include:

- Use of the local environments for fieldwork.
- Building own models.
- Use of video and films.
- Using outside speakers.
- Visits to places of relevance to the topic, e.g. farm, beach etc.
- Use of technology – simulations and use of the internet.
- Use of relevant books, pamphlets, leaflets, maps, postcards, atlases etc.
- Role play and drama to create empathy.
- Photographs and satellite images.

Fieldwork

It is always advisable to base learning on first-hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will ensure that the pupils will get to explore the world beyond their classroom environment. All teachers are encouraged

to organise visits that will enable pupils to extend their knowledge of the world around them eg the seaside and local walkways and woods.

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. We achieve this 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
- Providing resources of different complexity, depending on the ability of the child
- Using teaching assistants, where possible, to support children individually or in groups

Curriculum planning

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development.

At Broadmead Primary School, geography is taught through using the International Primary Curriculum (IPC). Our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Early Years Foundation Stage

Geography is taught as part of the topic work covered during the year, relating geographical aspects to the objectives set out in the Early Learning Goals. Geography makes a significant contribution to the Specific Area – Understanding the World.

- Awareness of their immediate environment and use appropriate geographical vocabulary to describe observations and express opinions.
- Awareness of other places, describing similarities and differences.

Key stage 1

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.

Pupils should be taught to:

Locational knowledge

- 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

- 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.

Pupils should be taught to:

Locational 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)

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
- 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.

Cross-curricular links

Spiritual, moral, social and cultural development

Spiritual development: Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world.

Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

Moral development: Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social development: Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues.

Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Computing

Computing enhances our teaching of geography throughout the school, in that it allows a much wider access to material of all kinds. Geographical enquiry, questioning and observation can all involve the use of computing in a variety of ways: from straightforward word processing and presentation of work, through to research on the internet and exploration through virtual reality applications.

Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of PSHE. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to the building of houses on a local park. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

English

Within the geography curriculum, children are given the opportunities to use the skills of reading, writing, speaking and listening when discussing geographical questions and presenting their findings to the rest of the class.

Where possible, cross curricular writing is completed. This could include report writing, explanations, newspapers or poetry.

The same standard of writing is expected in geography as in English and when marking work, teachers follow the marking policy.

Maths

Links with maths are made, where relevant. These could be when data is interpreted, maps are read and distances or population is looked at.

Inclusion

At our school, we teach geography to all children, whatever their ability and individual needs. This is in line with the school's curriculum policy of providing a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see the relevant SEND, Pupil Premium and More Able policies.

SEN

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

Assessments made by teachers using the National Curriculum statements allow us to consider each child's attainment and progress in relation to the expected year group. This helps to ensure that our teaching is matched to the child's needs.

Pupil Premium

Every teacher is aware of the children who receive Pupil Premium funding in their class. We recognise that not all pupils who receive free school meals will be socially disadvantaged. Through all subjects, we seek to ensure that teaching and learning opportunities meet the needs of all of the pupils and appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of Pupil Premium children are adequately catered for and provision is put in place where needed.

More Able

Children who are more able are identified and teachers provide work to challenge their thinking. Opportunities for wider development are provided wherever possible, for example, extra-curricular clubs and links with local high schools.

Equal opportunities

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including able and gifted children, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

Assessment, Recording and Reporting

At Broadmead Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. 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.

All children are encouraged to make judgments about how they can improve their own work through self-evaluation.

Regular assessment is carried out using:

- oral questioning to encourage discussion;
- self-evaluation of written work, map/field study work etc.

Teachers analyse pupils' progress in the units of work they have completed at the end of each school year to complete the annual report to parents/guardians.

Subject Leader's role

Staff meetings and INSET

The needs of the school are identified through appraisal, curriculum review and school development planning. They are prioritised and recorded by the co-ordinator and head teacher who will also review the effectiveness of INSET on the teaching and learning. School INSET provides the opportunities to compare developments in this area of the curriculum with other colleagues.

Monitoring

The geography subject leader is responsible for monitoring the standard of children's work and for the quality of teaching in line with the school's monitoring cycle. This may be through supporting colleagues in the teaching of geography, being informed about current

developments in the subject, and providing a strategic lead and direction for geography in the school.

Health and Safety

Where children use computers for work in geography, the school has an e-safety policy to protect the staff, pupils and the school. Full risk assessments on all aspects of off-site visits are carried out by class teachers to ensure that children, staff and adult helpers are kept safe and secure whilst away from the school environment.