

Kingshurst Primary School

Geography Policy 2022-2023



Approved by: Kelly Hunter

Date: September 2023

Governor approval:

Date:

Last reviewed on: September 2023

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Geography Policy

Rationale

The Geography curriculum will develop a set of skills, knowledge and understanding through children actively taking part in their learning through purposeful, relevant and hands on opportunities, experiences and exposure to the wider world; bringing these experiences into the classroom. The curriculum starts with the children's prior knowledge and experiences and builds on that through enquiry led learning, reflecting on their interests in order to develop a love of learning about the world around them.

Aims

- To make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- To extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the World.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world around them and to respect other people's beliefs, attitudes and values.
- To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To develop interest and enjoyment of geographical experiences and build confidence and understanding.
- To recognise and understand issues concerning the environment and sustainable development.

Implementation of Policy

Geography explores the relationship between the Earth and its people through the study of the physical and human features of Earth, the influence of the environment on human behaviour and lifestyles and the natural resources people use.

At Kingshurst Primary, Geography involves:

- Undertaking fieldwork in the local area and investigating places further afield in the UK.
- Comparing and contrasting land-forms, land uses, weather, seasons and ecosystems.
- The use of secondary sources to obtain geographical information, e.g. photos, books and videos.
- Following directions using positional and directional language, also using these to direct others.
- Expressing and evaluating views on the attractive and unattractive features of the environment, e.g. tidiness, noise, building on greenbelt land.
- Naming the physical features of places, e.g. mountain, sea, beach, factory, valley.
- Using developing language to talk about their work e.g. route, scale, tide, erosion, climate, temperate, continent.
- Developing geographical skills of making observations and measuring, recording observations through maps, talk, and writing, taking photographs, sketches and diagrams.
- Using maps, globes, atlases and interpreting photographs.
- Helping the children appreciate the variety of responses to the same basic needs (ethnic, cultural and economic) and to imagine what it might be like to experience life in other places.

At Kingshurst Primary School, we use a variety of teaching and learning styles in our Geography lessons. We use 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, video and aerial photographs, and we enable them to use ICT in Geography lessons where this serves to enhance their learning.

At Kingshurst Primary School, children take part in role-play and discussions and then present reports to the rest of the class. Children learn about other places through reading stories with settings in different places and in different landscapes. They make outside visits. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. the research of a local environmental problem.

The objectives of Geography teaching in the school are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2. The Geography curriculum of the school will therefore help children to experience the following key aspects of the programme of study:

In both Key Stages 1 and 2 children should study four strands.

These are:

1. Locational knowledge
2. Place knowledge
3. Human and physical geography
4. Geographical skills and fieldwork

Within each unit, the key components of '**space**,' '**place**,' and '**scale**' ensure that children develop a sense of place whilst also understanding the significance of its location and the links with other places.

Education for Sustainable Development and Global Citizenship

At Kingshurst Primary School, we recognise that Education for Sustainable Development and Global Citizenship prepares children for life in the 21st Century. ESDGC needs to be embedded into the curriculum and all aspects of school life, helping to create an ethos of responsibility on the local, national and global scale.

Geography contributes to learners' understanding of ESDGC as they work in contexts that allow them to make decisions based on the values that underpin society, helping them become active and informed citizens. They are

encouraged to be enterprising and innovative in their decision making, whilst having regard for sustainability and environmental issues in the 21st Century.

Skills include:

- Children show their knowledge, skills and understanding in studies at a local scale.
- They express views on the environment of a locality and recognise how people affect the environment.
- They use this information and their own observations to help them ask and respond to questions about places and environments.
- They recognise how people seek to improve and sustain environments.
- They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them.
- They recognise how people try to manage environments sustainably.

Kingshurst's Approach to Geography

Geographical work undertaken within the school has been carefully organised to provide breadth and depth of knowledge and understanding as well as developing skills. The development throughout the two key stages builds on children's previous work. Previous knowledge is continually recalled in each lesson, through an 'end task' and through termly quizzes, ensuring that this is embedded. Sequences of lessons then build upon this prior knowledge.

Foundation Stage

In the Nursery and Reception classes, Geography is taught as an integral part of topic work covered during the year. In the Foundation Stage Geography is about the children having the opportunities to find out and learn about the world they live in. The Geography side of the children's work is related to the 'Understanding the World' objectives set out in the Early Years Foundation Stage Curriculum. Children develop these early skills through play based activities e.g. using a road mat and recording a journey around school using journey sticks. A selection of stories from around the world develops an understanding of people and different places.

Key Stages 1 and 2

At Key Stage 1, Geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there and developing an awareness of the wider world through a comparison of small localities based in Kenya.

At Key Stage 2, Geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world through cross-curricular topics.

Health and Safety

At Kingshurst children are taught:

- Safe practices in the field and how to achieve them.
- How to use equipment in accordance with health and safety guidelines.
- To behave considerably and responsibly, showing respect for other people and their environment whilst on trips outside the classroom.

Teachers:

- Ensure risk assessments are completed before any field trips are agreed.
- Discuss all planned trips with the Headteacher.
- Ensure adequate supervision is organised for all field work.

At Kingshurst Primary School, the role of the Geography Coordinator is to:

- Support colleagues in teaching the subject content and developing the detail within each unit.
- Renew, update and complement resources needed to deliver the curriculum, within budget restraints.
- Audit current practice.

- Develop assessment and record keeping ensuring progression and continuity.
- Keep abreast of developments in Geography education and media usage

Assessment

At Kingshurst Primary School, we assess the children's work in Geography by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for children and consider whether they have yet to obtain, obtained or exceeded the expectations of the unit. Judgements are based upon observations of the children, weekly recall tasks (including knowledge from previous units) their knowledge recall during lessons, end of unit tasks and our termly quizzes. Class teachers keep the children's Geography work in the topic folders/books.

Geography and ICT

At Kingshurst, ICT plays an integral part in the teaching and learning of Geography. 'Digimap' is used to support the teaching allowing children to experience a range of maps at different scales as well as historical maps. Clear links to ICT are made in planning and every opportunity to explore links with ICT is used. All KS2 classes have timetabled ICT and project time each week.

Differentiation

At Kingshurst, we aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

More Able Learners

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The

progress of more able learners will be rigorously tracked to ensure more able children reach their full potential.

Equal Opportunities

At Kingshurst all children will be given equal access to Geography irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of Geography.

Resources

At Kingshurst all project topics have a wide range of resources to aid the teaching of that subject including atlases, maps, globes, books, pictures and the use of ICT. Resources are audited annually and reviewed through discussion with teachers.

Monitoring and Evaluation

To monitor and evaluate Geography the Geography subject co-ordinator does the following:

- Supports teachers via co-planning, team teaching, observing and giving feedback.
- Monitors teachers' medium term planning.
- Holds agreement trials to further develop the assessment portfolio.
- Reviews resource provision.
- Works co-operatively with the SENCo.
- Discusses regularly with the Headteacher and (if applicable) the Geography governor, the progress with implementing this policy in the school.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to D.Bicknell