

Horton Park Primary School



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We Learn to Succeed

Geography Policy

Geography Policy

Adopted: November 2019

Reviewed: November 2019

To Be Reviewed: Annually in July

Mission Statement: We learn to succeed

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, resources and 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 scales are shaped, interconnected and change over time.

(National Curriculum 2014)

Intent:

Geography is the study of places. It explores the relationships between the world and its people. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. 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. The study of geography helps to develop a sense of identity and promotes responsible citizenship. 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 geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The national curriculum for geography aims to ensure that all pupils:

- 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
- understand 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

- are 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.

What do we mean by Geography?

To provide our learners with the knowledge and understanding about the world, as well as their locality, helping children make sense of their place in the world.

Why do we think Geography is important?

Geography serves vital educational goals. Many contemporary challenges – climate change, food security, energy choices – cannot be understood without a geographical perspective. Thinking and decision making with geography helps children to build knowledge and become responsible citizens, aware of their own local communities in a global setting. Using maps, images of people and place, numerical data and getting to grips with the geographic information systems (GIS) children can understand important and key systems which underpin their lives and localities as well as the wider world.

Geography education encourages children to explore how places have been changed by the contexts and processes that have shaped them. It helps them to understand the ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds. Geography also helps pupils to understand society better. Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities.

BREADTH OF STUDY

Through careful planning and preparation we aim to ensure that throughout the school children are given opportunities for:

- Practical activities
- Use a range of technologies
- Problem solving
- Individual, group and whole class discussions and activities
- Open and closed tasks
- Application of skills
- Opportunities for Geography to enhance or provide a context for other Curriculum areas.

TEACHERS PLANNING AND ORGANISATION

Each class teacher is responsible for the mathematics in their class / year group in consultation with and with guidance from the subject lead.

The approach to the teaching of Geography within the school is based on key principles:

- 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
- Understand 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
- 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.

Other units are blocked or taught weekly. Teachers of the EYFS ensure the children learn through a mixture of adult led activities and child initiated activities both inside and outside of the classroom.

Medium Term/ Short term planning

Lessons are planned using the National Curriculum framework. Geography is planned as a unit of work and is collected and monitored by the subject leader termly. EYFS planning is based on the medium term plans and delivered as appropriate to individual children with thought to where the children are now and what steps they need to take next.

Inclusion

The geography lessons are inclusive to pupils with special educational needs. Where required, children's Personalised Provision Plans will address targets.

Within the Geography lesson teachers must not only provide differentiated activities to support children with special educational needs but also activities that provide appropriate challenges for children who are high achievers in Geography. It is vital that all children are challenged at a level appropriate to their ability.

Greater Depth / More Able

More able pupils are those who are achieving or have the potential to achieve the higher standards in any academic subject including the arts, sports and drama by the end of each Key Stage. This may include those children who, for whatever reasons, may be currently underachieving. At Horton Park we define the higher standards as

those set by the Department for Education in collaboration with the Standards and Testing Agency.

Mastery of the curriculum requires that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine and how these provide a geographical context for understanding the actions of processes
- understand 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
- are 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.

Developing mastery with greater depth is characterised by pupils' ability to:

- use geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- show a deeper understanding of different human and physical geography but can also apply them to situations and is positive about the differences around the world.
- consistently well supported, insightful comments; a mature comprehension of a range of sources including those that are challenging; has an ability to apply and evaluate within a range of contemporary situations.

Developing mastery with greater depth is characterised by pupils' ability to:

- attainment is significantly and consistently above average;
- able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely.
- build up an extended specialist vocabulary.
- apply their mathematical knowledge to their understanding of Geography, including collecting, presenting and analysing data
- locate counties beyond their local geographical regions and identify human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time

EQUAL OPPORTUNITIES – refer to Equal Opportunities Act 2010

We incorporate geography into a wide range of cross-curricular subjects and seek to take advantage of multi-cultural aspects of geography. We ensure that all children are able to fulfil their potential regardless of race, religion, disability or gender.

PUPILS' RECORDS OF WORK

Children are taught a variety of methods for recording their work and they are encouraged and helped to use the most appropriate and convenient method of recording.

EYFS record informally within the setting. For example:

- On the playground
- On whiteboards
- Taking photographs
- Recording discussions

Staff in Foundation use photos to ensure records of each child's achievements are maintained.

MARKING

Marking of children's work is essential to ensure they make further progress. All work is marked against success criteria, in line with the school marking policy, and includes 'Now' steps. Work is to be marked once completed before a child starts the next piece of work in accordance with the school marking policy. Children are encouraged to self-evaluate their work and given time to respond to the 'Now' steps. Children in KS2 are encouraged to provide a 'Top Tip' after the completion of work if this is appropriate.

Pupil Achievement and Feedback

Teachers make regular assessments of each child's progress and record these systematically. A record of each child's attainment against the key objectives for the appropriate year group is recorded on the whole school system.

Short term

Children's class work is assessed frequently through:

- regular marking
- analysing errors
- questioning
- discussion
- plenaries

This is used to inform future planning and teaching. Lessons are adapted readily and short term planning is evaluated and annotated in light of these assessments. The teachers update their findings regularly using Classroom Monitor and this will be used to monitor progress during half termly pupil progress meetings.

Long term

Data is analysed twice a year to demonstrate progress towards end of key stages. This includes monitoring and tracking from Early Years, Year 2 and Year 6.

Reporting to Parents

The annual report to parents will include information re: progress and attainment and future targets in the subject.

Monitoring and Evaluation

Monitoring will be carried out by the subject leader as follows:

1. **Auditing Planning:** Access to all planning, relating planning to the National Curriculum and evaluating appropriateness. Also through formal and informal classroom observations when prioritised on the School Improvement plan.
2. **Monitoring of work:** Analysis of pupil's work in work scrutiny and discussions with pupils and class teachers.
3. **Monitor the Quality of teaching:** Analysis of planning related to the Framework and classroom observations re. Effectiveness of planning in practice.
4. **Auditing Resources:** Annual risk assessment and ongoing evaluation of resources. Monitor use of resources.

The subject leader will:

- Lead by example showing a thorough understanding of the subject
- Offer support to teachers in assessment, planning, teaching and delivery
- Work alongside the Headteacher to monitor and evaluate teaching and progress
- Identify training and development needs, plan and deliver training.
- Resource geography throughout school, prioritising spending in consultation with staff and in accordance with the subject action plan and SIP.

Children will be encouraged to:

- Enjoy geography and see its relevance for life.
- Understand what their next steps are, and be able to evaluate their progress towards them.
- Use geographical vocabulary with confidence.
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing
- Use their knowledge to collect, analyse, see pattern, make predictions and communicate with a range of data
- Develop their understanding of wider issues in their local community and the wider world, becoming responsible global citizens.

Parents will:

- Be encouraged to develop positive attitudes to geography and actively support their children when homework is given
- Be well informed of their children's progress through annual reports and parents meetings.

Review Process

Headteacher reports outcomes of monitoring and evaluations to the Governing body half termly. Headteacher, Deputy Head / maths subject leader monitor delivery in practice and related planning; feeding back outcomes and development points to staff as appropriate.

Financial Budget Request

2019-20

Budget Holder: Abida Parveen/Saira Yousaf

Supplier (If Known)	Service / Resource	Cost	Approx	Actual
Geographical Association	Subscription- whole school resources/teaching guides/support	£52.00 (year)		
Geographical association	Consultant 3 ½ day meetings/CPD (1 meeting per half term)		£1,170	
Geographical Association	Leading Primary Geography Handbook	£23.99		
Oddizzi	£100 year subscription (from January 2020)	£100		
YPO	Geography teaching resources for KS1/2	£100		
TOTAL REQUEST			£1,450	