



West Hill Primary School

Geography Policy

Let's shine together



Our vision is a school where everyone shines

What we do and encourage as a school family;

Achievement – excellence in teaching and learning which excites and inspires our children to be the best they can be.

Happiness – smiling, engaged and articulate children who are listened to, encouraged and given every support to maximise their own individual potential.

Friendship – children who are kind and caring towards each other, building lasting friendships.

Respect – a respect for people, each others' beliefs, our environment and all living things.

Responsibility – independent, creative thinkers who have the confidence to be responsible for themselves, their behaviour and for others.

Co-operation – working together, listening and valuing others' opinions within the school family and the wider community.

This policy was adopted by West Hill Primary School on

September 2020

Date of Review	Body responsible for review	Date of next review
September 2023	Subject Leader	September 2026

STATEMENT OF SAFEGUARDING CHILDREN

At West Hill Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

Purpose

There are four main aims to this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the school
- To state the school's approaches to geography in order to promote public, and particularly parents' and carers', understanding of the curriculum;

Introduction

The importance of geography to the curriculum

Geography provokes and answers questions about the natural and human world, using different methods of enquiry to help pupils to do this, and it also helps them to view people, places and environments from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills, both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment. They begin to realise how nations rely on each other and this can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Expectations

We teach geography in the EYFS as an integral part of the topic work covered during the year, relating the geographical aspects of the children's work to the objectives set out in the Early Learning Goals. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

By the end of Key Stage 1 and Key Stage 2, the performance of the great majority of the pupils should be within the range of levels ARE.

The aims of geography and how these contribute to the school's aims

The school aims to:

- stimulate pupils' interest in their surroundings and in the variety of human and physical conditions on the Earth's surface;
- foster pupils' sense of wonder at the beauty of the world surrounding them;
- help pupils develop an informed concern about the quality of the environment and the future of the human habitat;
- enhance pupils' sense of responsibility for the care of the Earth and its people and secure their commitment to promoting and living sustainable lifestyles;
- develop pupils' skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions and using ICT to

communicate with and explore a variety of people, places and environments across the world;

- enable pupils to study across a range of places, cultures and environments at a variety of scales, from local to global;
- foster a sense of understanding about how we are interconnected and interdependent with other people and ecosystems around the world.

Strategy for implementation

Entitlement and curriculum provision

- In the Early Years Foundation Stage, children participate in fieldwork and simple mapping exercises. They learn about the weather and the seasons. They draw on their own experiences and begin to use appropriate geographical vocabulary. They learn to take an interest in the world in which they live and to comment and ask questions about the natural world, noticing differences between features of the local environment. They observe and find out about their environment and talk about the features they like and dislike.
- At Key Stage 1 pupils investigate our local village and contrasting locality in the UK or one overseas, to find out about the environment in both areas and the people who live and work there. They learn about the wider world in which they live and carry out simple geographical investigations inside and outside the classroom. Whilst doing this, they are encouraged to ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.
- At Key Stage 2 pupils investigate a variety of places and environments at different scales in the UK and abroad, and make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom, ask geographical questions and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

The curriculum is broad and balanced and ensures that:

It is taught mainly as a discrete subject;

- Pupils experience geography regularly at least every other term;
- At Key Stage 1 curriculum time is allocated so that geography is the main focus, but some can be seen amongst other work
- At Key Stage 2 time to complete geography units of work is clearly defined and must be adhered to;
- Regular fieldwork activities, using the school grounds and local areas are planned for
- Opportunities for pupils to use ICT are included in medium-term planning for each year group and teachers must cover those which are planned;
- Fieldwork is an essential component of pupils' entitlement. It provides opportunities to develop and consolidate skills and concepts introduced in the classroom and allows pupils to extend their understanding of the 'real' world. Fieldwork provision enables pupils to become observant, to develop the skills of recording, analysis and deduction and to start to develop 'enquiring minds'. Fieldwork is used wherever possible by class teachers.

Teaching and learning

In line with the school's teaching and learning policy, in geography teachers:

- Design activities which help pupils answer the geographical questions such as: Where is it? What is it like? How has it changed? Why has it changed? How will it change next? What will happen if? How might it be better? What can be done about? How do I feel?
- Share with pupils what they are expected to learn and how they are expected to learn it by sharing the Learning Objective for the lesson;
- Provide a variety of learning activities that are used regularly, including observation, enquiry, investigation and problem-solving;
- Encourage pupils to evaluate critically information, ideas and different viewpoints;
- Encourage pupils to describe, explain, predict and evaluate places, geographical patterns and processes and environmental changes;
- Plan for pupils to make and use maps, atlases and globes regularly in order to locate places being studied and make/use models to explore geographical patterns and processes;
- Provide plenty of opportunities for pupils to work as individuals, in pairs and in groups;
- encourage discussion so that pupils clarify their thinking;
- Set high expectations and use National Curriculum and Progression of Skills Document to aid this so that learning objectives and activities are sufficiently challenging;
- Provide pupils with regular feedback, in line with the school marking policy.
- Use assessment, including the use of focused questions, to determine the pupils' levels of knowledge and understanding.
- Expect pupils to record their work in a variety of ways, including diagrams, illustrations, pictures, letters, posters, annotated drawings and maps, reports and accounts. As appropriate, pupils make oral presentations of their work.

The curriculum

Medium-term planning has a clear focus that is based on enquiry. Key questions, which encourage pupils to describe, explain, predict and evaluate, form the main structure of each unit of work.

Most planning focuses on real people, places and geographical issues.

Units of work contain precise learning objectives and learning outcomes which are related to the programmes of study. They blend geographical skills, places and themes together. There are regular opportunities to use atlases, maps and globes in all units of work.

Weekly planning highlights the key learning objectives for each lesson, key aspects of geography that are revisited/reinforced, and details of pupils' adjustments for learning. It identifies a small number of key questions for assessment

Assessment and reporting

At West Hill 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, in line with the Marking Policy, is given to the children as soon as possible. This is used to inform what is taught next and the information is used to inform what is reported to parents in pupils' annual reports.

Continuity and progression

Long-term planning ensures that pupils meet new knowledge, gain new understanding and develop new skills appropriately. In addition, it ensures that pupils have sufficient opportunities to revisit this learning from time to time. Long-term planning gradually extends the content, for example by increasing the number of places and environments studied and through increasing depth of study (moving from simple, concrete ideas centred on our locality to increasingly complex and abstract processes, patterns and relationships). There is also a change in emphasis from local, small scale studies to more distant, regional, national, continental and global scales.

Medium-term plans in Years 5 and 6 encourage pupils to draw on a widening range of geographical skills and apply them selectively, accurately and independently. Progression in fieldwork is achieved by expecting pupils to increase their precision in recording data and use sophisticated methods of data analysis, for example, by using ICT.

Inclusion

No pupils are excluded from geography. We ensure that all pupils take part in fieldwork and that, wherever possible, any individual needs, are tackled in planning. Activities are differentiated and scaffolded to ensure the needs of all children are met and all children make progress in every lesson. Other adults working in the class, such as Teaching Assistants, have copies of plans and where possible are part of the planning and assessment process.

Organisation

All classes are mixed ability and are taught by their class teacher. Lessons are planned from the relevant units of work.

Learning resources

A central resource is established in which there are maps of various types and scales; atlases; globes; pictures; satellite images; aerial photographs; artefacts; posters; and fieldwork sites.

Some units of work are assigned a box of resources. Please replace and return these at the end of the unit. All non-fiction is kept in the school library. Some KS2 classes have copies of Geography text books.

Learning environment

Whenever a unit of work is in progress, displays should include information useful to the pupils for their work. The key questions must be displayed alongside appropriate technical vocabulary.

Staffing Matters/Staff Development

The subject leader will attend relevant training where possible in order to keep abreast with developments in the teaching and learning of geography. The subject leader will cascade information and updates to staff through meetings and emails.

Safe practice and out-of-school opportunities

All fieldwork within and outside of the school grounds is carried out in compliance with statutory requirements and recommendations laid out in the document "Outdoor Education, Visits and Off-site Activities Health and Safety Policy" Devon County Council (January 2008)

Homework

Occasionally, they may be required to finish some work at home; to complete a chart or table; draw a map about the place they live in, or undertake a small investigation about what happens. Pupils are not expected to undertake any activity which places them at risk.

Role of parents and carers

Parents and carers have an important role to play in helping their pupils learn geography, discussing the pupils' experiences in geography, linking these to the home and family environment and, where possible, increasing pupils' contact with different places and environments.

The contribution of geography to other subjects in the curriculum

English

Work in geography provides opportunities for pupils to apply their language and literacy skills. The opportunities are identified in medium-term planning and teachers exploit them fully in lessons. At Key Stage 1 pupils are expected to extend their technical vocabulary; talk about what they see and read and communicate this in different ways. They are expected to look for similarities and differences and engage in finding out answers to questions about where and why. At Key Stage 2 pupils are expected to use technical vocabulary in their talk, reading and writing. They are expected to use the index of atlases in order to locate places. They apply their writing skills in reports and accounts for different audiences. They read fiction and non-fiction to find out about different places and apply their comprehension skills to drawing inferences and locating information which is particularly relevant to the work in hand. They use geographical language and draw maps and diagrams to communicate geographical information.

Numeracy

Geography provides an excellent context for mathematical investigations. In addition, many tasks in geography require numeracy skills such as collecting numerical information, data processing, data presentation. Pupils apply their numeracy skills in the use of grid references, distances and bearings in mapwork and analysis of data. Medium-term planning identifies clearly where links with numeracy should be made.

ICT

It is a statutory requirement to use ICT in geography work at Key Stage 2. Planning identifies where this should be included at Key Stage 2 and it includes opportunities where it might be included at Key Stage 1.

ICT is used to help pupils find things out, explore things that they would not normally be able to do and analyse and present information in different ways. They apply their ICT skills in exploring the Internet, interrogating databases, locating information in video clips, and the Internet

Spiritual development

Geography provides many rich opportunities for spiritual development, for example, to appreciate the beauty and scale of geographical features of the world in which we live, the influence of natural phenomena on our lives and in the lives of others. There are several opportunities included in the planning for pupils to discuss issues of ultimate concern, for

example, the need for sustainable development and stewardship of the earth's resources. In doing this they develop a respect for the environment.

Personal social and health development

Personal development is encouraged through discussion of matters of personal concern relating to local, national and global environmental issues. Pupils are encouraged to express their own points of view and evaluate their own and others' impact upon places, people and environments. They develop the skills of reflection, observation, analysis and questioning and, in doing so, develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available. PSHE is fostered through activities which investigate the local area, for example how changes in transport locally have affected different groups of people. As a result, pupils develop empathy for other people and start to take into account the values and attitudes of other people and develop their own values and attitudes towards geographical issues. Geography contributes to cultural development by studies about places. Pupils find out about different traditions and activities of people in other places and explore the similarities and differences between their own culture and that of others.

Global Citizenship

Geography provides an excellent medium for teaching children about their role within the wider world. Through their studies of economically developing countries, and the environment, children learn about the impact of man's actions on our planet and its people. Through their study of the weather, they learn about climate change and man's impact on this. They learn about the importance of working together for the future of our world. Through Geography they learn essential life skills, which are transferable in all areas of the curriculum.

Leadership and management

Staff development and training opportunities

- To develop staff confidence and competence in teaching geography:
- whole-school training needs are identified as a result of the monitoring and evaluation programme;

Leadership and management roles

The subject leader has the responsibility to take a lead in developing geography further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources. Teachers and educational support staff can expect informal support from the subject leader, support arising from the school improvement plan and identified in performance management and induction programmes.

How the subject is monitored and evaluated

All teachers are responsible for monitoring standards but the subject leader, under the direction of the headteacher, takes a lead in this.

Monitoring activities are planned across the year. In summary, these are: annual staff meetings to disseminate information and discuss the subject development plan; the subject leader to analyse teachers' planning once per year to monitor coverage and balance of curriculum planned; subject leader to use two monitoring days per year to undertake, book looks or pupil conferencing; the subject leader to discuss with named governor the school's planning and developments at least one per year. The subject leader is to monitor ongoing

displays and work in hand in classrooms, outside of lesson time; the subject leader to prepare a short summary for the governing body once per year; the headteacher to monitor annual reports to parents.

Review

This policy will be reviewed every three years in line with the school's policy review programme. The subject leader is responsible for reporting to the Governing Board about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.