

# Burradon Community Primary School



## Geography Policy

**June 2023**

Written by  
Mrs C Smith

## **Introduction**

This policy outlines the teaching, organisation and management of geography taught and learnt at Burradon Community Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Geography Subject Leader.

## **Geography**

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. It explores the relationship between the earth and its peoples through the study of places, space and environment.

## **Rationale**

At Burradon, our geography teaching aims to deliver a high-quality education where children are inspired, curious and enthused to find out about the physical and human world.

Our curriculum incorporates several of our school values:

[Be curious about the world around you, ask questions and investigate.](#)

[Care and respect yourself, other people, our school and the wider world](#)

## **Intent**

Our geography teaching intent is;

- To stimulate the children's curiosity in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- 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 multicultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and respect of the world around them.
- To enable children to know and understand environmental problems at a local, regional and global level.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To develop a variety of other skills, including those of enquiry, problem solving, computing, investigation and how to present their conclusions in the most appropriate way.
- 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.

### **Through Geography we can also:**

- Improve pupils' skills in English, Maths and Computing
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens.

### **Implementation – Teaching and Learning**

To ensure high standards of teaching and learning in geography we implement a curriculum that is progressive throughout the whole school, from EYFS to Year 6. Geography is taught on a half termly basis focusing on the knowledge and skills from the National Curriculum.

We encourage the children to be curious geographers within their learning. At the beginning of every new topic, children ask questions which they would like answered, these then drive the direction of the class teacher's planning or the child's independent research. Our children are given the opportunity to be active in their learning as much as possible. This may include using our woodland area or walking around the local village to more in-depth studies away from the local area. We aim to provide our children with a range of geographical experiences which is enhanced by the opportunity of a residential stay at High Borrans in the Lake District.

Geography is taught in all classes from EYFS to Year 6. We use a variety of teaching and learning styles. For example, we believe in whole class teaching methods and we combine these with enquiry-based research activities where appropriate. Pupils are given the opportunity to use a variety of data such as maps, statistics, graphs, pictures and aerial photographs, and we encourage them to use ICT where it enhances their learning. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the internet to investigate a current issue.

Children are encouraged to ask as well as answer geographical questions. Such questions may include:

1. What is this place?
2. Where is this place?
3. What is it like?
4. How did it get like this?
5. How is it changing?
6. Why is it changing?
7. What are the results of that change?
8. What do we feel about that change?
9. What do other people feel about that change?
10. Should we do anything about it?

These questions serve as guidance and should be asked when relevant to an activity.

It is important that when skills are taught, they should be worked on in the context of real places wherever possible, and, especially in the case of younger children, places that they know. Geography works best when done, not from a book of an imaginary place but from real maps of real places.

### **Geography Curriculum Planning:**

In our EYFS, we teach geography as an integral part of the topic work covered during the year. The children's objectives are linked to the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged up to five years old. Topics run half termly and are on a three year rolling programme. Staff use termly assessments to fill gaps and to target specific areas of learning. Geography is implemented within the 'Understanding the World: The world' of the EYFS curriculum and focuses on the environment in the children's immediate and local area (school grounds and home). The children investigate our school woodland area and discuss what they have found, they are also beginning to draw simple maps.

In Key Stages 1 and 2, geography planning is based on the National Curriculum (2014) objectives.

There are three parts to our planning:

1. The Geography Lead creates a long-term matrix.
2. Teachers are then given medium term plans which includes the key questions to be answered through the topic. They then translate them into meaningful activities for the children using National Curriculum Objectives and our own Geography Progression Document.
3. Class teachers then translate the above into weekly lessons.

As part of the Long-Term Planning Matrix, suggestions are given for possible field work experiences. It is then up to the individual class teachers to decide on their tasks.

## **Differentiation**

At Burradon Community Primary School all children matter and are given every opportunity to achieve their best. We achieve this by using our informal assessment during lessons to identify the children who have achieved the objectives and those who need more support and reinforcement.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty, where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group.
- Setting children in mixed ability groups so that children can support each other.
- Providing resources of different complexity according to the ability of the child.
- Using classroom assistants to support the work of individual children or groups of children.

Work in geography takes into account the targets set for children in their, Individual Support Plans, Educational Health Care Plans (EHCP) and any recommendations from outside agencies.

## **Equal Opportunities**

At Burradon Community Primary School, all our children can access the geography curriculum irrespective of race, creed, level of ability, gender or nationality. Respect and tolerance for all cultures is promoted throughout all geographical studies, which is promoted within the school's curriculum policy of providing a broad and balanced education for all our children. We strive to provide learning opportunities that enable all children to make good progress in their geographical learning.

At our school we strive to meet the needs of all children, those with special educational needs, those more able and when applicable, those with English as an additional language.

To ensure all children achieve, we use a variety of methods including primary and secondary resources, images, clips, programs, visits and visitors. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **Contribution of Geography to teaching in other curriculum areas**

### **English**

Geography contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Discussion, drama and role-play are important ways that we employ for the children to develop an understanding that people have different views of places and issues. We also ensure that some of the texts we use have a geographical nature. For example, 'The Lighthouse Keeper's' series by Ronda and David Armitage to develop children's knowledge and understanding of place. We also hold debates on environmental issues including deforestation of the rainforests, because we believe that these develop speaking and listening skills. Children are also encouraged to record information, write reports, letters, etc. as a way of developing their ability to write.

### **Maths**

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

### **Computing**

We make provision for the children to use a computer or iPad in Geography lessons where appropriate. We incorporate computing in our Geography curriculum planning at Key Stage 2 and we use it at Key Stage 1 when appropriate. Children use computing in geography to enhance their skills in data handling and in presenting written work. They research information through the internet and can access Google Maps and Google Earth to see the physical and human aspects of the places studied. We also offer children the opportunity to use the digital camera to record and use photographic images.

### **Personal, Social and Health Education (PSHE) and Citizenship**

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We allow them to organise events on matters of concern to them, such as raising money for a charity of their choice thus geography in our school promotes the concept of positive citizenship.

### Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of managing the environment in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during their study.

### **Assessment**

Teachers will assess the children's understanding through written and oral learning. On completion of a piece of work, teachers will mark and provide feedback for the children to read and act upon in Key Stages 1 and 2. For some pieces, the children will be encouraged to respond to the feedback to help them progress their understanding of the geographical topic further and extend their thinking.

In our EYFS, the children are assessed in line with the Early Years outcomes. This assessment can be completed in the form of observations, children's work, photographs or evidence of the child's voice. The geographical element of the EYFS curriculum is primarily linked to the 'Understanding the World: The World' in the EYFS Profile which is completed at the end of FS2.

In Key Stages 1 and 2, the children are assessed using the Geography assessment sheets. The children are assessed in the following Geographical areas: geographical knowledge, physical and human understanding, geographical skill and enquiry. To provide further support with assessment, the children complete KWL grids prior to and after finishing geographical learning where appropriate to the topic.

At the end of the year, we provide an annual written report of the children's achievements in Geography for parents/guardians.

### **Monitoring**

Monitoring of the standards of children's work and quality of teaching in Geography is the responsibility of the Geography Subject Leader. The Geography Leader monitors on an annual basis with a planning, book scrutiny and children's interviews. The work of the Subject Leader also involves supporting staff in their teaching, planning and resources as well as understanding the standards in Geography through assessment and tracking. The Subject Leader will attend the Local Authority training courses for Geography and deliver feedback within staff meetings when appropriate.

### **Health and Safety**

Health and Safety issues are of particular relevance to fieldwork, educational visits and practical activities. Staff are aware of the relevant policies with regard to educational visits, coach regulations, staff/pupil ratios, water borne diseases, safety and hygiene.

Please refer to the Health and Safety Policy for further information.

### **Review**

This policy will be reviewed every 2 years

Mrs C Smith

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