

Willerby Carr Lane

Primary School



Geography Policy

POLICY MANAGEMENT

Approved by	Full Governing Body
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Purpose

Geography should:

- inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- equip children with knowledge about diverse places, people, resources and natural and human environments.
- provide a deep understanding of the Earth's key physical and human processes
- help children to develop an informed concern about the quality of the environment and the future of the human habitat.
- enhance children's sense of responsibility for the care of the Earth and its people.

Aims

At Willerby Carr Lane Primary School, we aim to provide quality teaching and learning of geography to promote:

- The development of 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.
- Awareness of the wider world and a sense of place within it.
- A desire to investigate and learn about the physical and human features of the learner's own environment and appreciate how their locality is similar to and different from other places around the world.
- The development and use of geographical enquiry and reporting skills, including questioning, ICT skills, fieldwork skills, geographical terms, making and using maps, and using photographs.
- Understanding and use of subject-specific vocabulary.
- Respect for the environment and evaluation of human impact upon it.

Making Geography Relevant

At Willerby Carr Lane Primary School, we ensure that geography learning embraces changes in the physical and social aspects of the world. Inequality is not overlooked but is addressed openly and without stereotyping. Our aim is to empathise with people in all cultures.

Making use of our Locality and Wider Links

At Willerby Carr Lane Primary School, we aim to provide strong foundations for children's development of geographical knowledge, skills and understanding, by making best use of primary and secondary resources on our doorstep. These include:

- The school grounds
- Our local village of Willerby
- Visits to a contrasting, nearby Forest School

- Hull City – its development as a trading port; the growth and decline of its docks and its current regeneration as a nationally important centre for the development of sustainable energy and wind turbines.
- How the use of land has changed over time in Yorkshire

We also make use of wider global links, including:

- Our partnership with Kirima Primary School in rural Uganda. This is supported with regular visits from representatives from Kirima; letters and electronic communication between children.

Curriculum Intent

Our school curriculum sets out the knowledge and skills that pupils will gain at each stage. It is clear what end points the curriculum is building towards and what children need to know and be able to do to reach those end points. This is set out in detail in a series of geography 'knowledge organisers'. The knowledge organisers detail:

- What children should already know before starting a unit of work
- What children will know by the end of the unit
- The locational knowledge, place knowledge, human and physical geography
- The associated key vocabulary children are expected to learn and understand
- The opportunities for developing geographical skills and fieldwork

Our curriculum has been developed through extensive subject development working-group meetings involving discussion by members of the teaching staff from all year groups, from EYFS to Year 6. It is rooted in a solid consensus of the school's teaching staff. This in-depth process ensures that it is coherently planned, sequenced and implemented so that new knowledge and skills build on what has already been taught.

Curriculum Implementation

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.

Each unit should be taught in a manner which is immediately understandable to the pupils. On starting a unit there should be a reminder of the lessons learned in previous units and previous skills. The context of the work is made explicitly clear in that all children understand how the work fits into an ever-growing global picture.

There should be opportunities to investigate, independently research and explore. Children should have the opportunity to use a wide range of resources from numerous sources. For example: digital mapping, OS maps, road maps, satellite imaging.

Plans should always be taught to ensure that each of the key aspects is taught to enhance pupils' awareness of the world, the United Kingdom and their locality. The key aspects are:

- Locational Knowledge
- Place Knowledge
- Human & Physical Geography
- Geographical Skills & Fieldwork

Geography in the Foundation Stage

Geography in the Foundation Stage is taught under the umbrella of 'Understanding of the World'. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The children work towards achieving the Early Learning Goal, 'The World':

- (DM) Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- (DM) Shows care and concern for living things and the environment
- (ELG) Children know about similarities and differences in relation to places...
- (ELG) They talk about features of their own environment and how environments might vary from one to another.

Cross Curricular Opportunities

The content and positioning of geography units is designed to develop a coherent and progressive geography curriculum which supports quality teaching and learning. Links are only made with other subjects where they can meaningfully and significantly contribute to the teaching of those areas.

Possible opportunities include:

- English - geography actively promotes the skills of reading, writing, speaking and listening. Some of the texts used within English are geographical in nature or set in a part of the world being studied.
- Computing - children use ICT in geography to enhance their skills in data handling, mapping, field work and researching information using the internet.
- Art – children learn about artists/ styles of art that originate in different countries. For example, links are made between:
 - the art unit on Romero Britto, a Brazilian artist, and the geography unit on rainforests
 - the art unit on collage/mosaics and the geography unit on place knowledge of Italy
- History – the unit on The Siege of Hull & the start of the Civil War is linked to the geography unit on the development of the City of Hull and its strategic importance.
- Modern Foreign Languages - geography is inextricably linked to the study of languages.
- Geography can also enhance other areas such as Science, Design and Technology and Music through the positioning of the unit in the focus link.

Assessment, Recording and Reporting

Assessment is carried out in line with the school's Assessment Policy and is based on the principles of Assessment for Learning. Assessment can take place at all appropriate stages of a lesson, but particularly within the plenary focussing on the relevant learning objectives to that lesson.

We assess how well pupils embed concepts in their long-term memory and apply them fluently; developing their understanding, rather than memorising disconnected facts. Teachers assess how well children are able to answer the key questions which are set out in our knowledge organisers: the depth of their answers and clarity of their explanations. For each unit pupils are assessed to have met the expected targets, exceeded them or not met them.

Equal Opportunities

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability, race or SEND, have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

Role of the Subject Leader

The geography subject leader is responsible for:

- Ensuring progression and continuity across the key stage through the development of the long-term plan.
- Supporting colleagues in the implementation of the short-term planning and providing support within each unit of work.
- Monitoring progress and standards within the subject.
- Keeping up to date with developments in geography and disseminating information to the rest of the teaching staff.