



Westhouses Primary School Welcoming, Hardworking, Positive, Supportive



Geography Policy 2023

Introduction:

This policy outlines the key focus of the teaching of Geography at Westhouses Primary School, and provides a framework to support teachers in the planning and delivery of the curriculum.

Geography is a foundation subject of the National Curriculum and forms the basis of 'topics' or 'themes' for around a half term, which work across the curriculum is based around.

At Westhouses Primary School we aim to be at the heart of our community. From this we have developed our schools vales: Family, Inspiring, Supporting and Creating.

- Family: A friendly atmosphere where everyone can feel confident and happy.
- Inspiring: Encouraging a love of learning, which challenges children to achieve.
- Supporting: Listening to children as individuals whilst supporting their needs with care and respect.
- Creative: Engaging learners through a creative curriculum to become independent learners.

Intent:

In Geography pupils develop their knowledge of people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. We study local areas/issues and extend these studies into the wider world.

We aim for a high quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

The National Curriculum (DfE, 2014) for Geography aims to ensure that all pupils:

- ♣ Know and understand the Geography of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ♣ Know and understand significant aspects of the Geography of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ♣ Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

- ♣ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ♣ Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ♣ Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international Geography; between cultural, economic, military, political, religious and social Geography; and between short- and long-term timescales.

Implementation

To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is a key driver for our curriculum.

In Reception, children will explore the different 'topics' through focused work and continuous provision around the classroom, with specific links to the Early Learning Goals. As pupils move into Key Stage 1, children continue to learn through topics, which link learning together in half termly blocks. As children progress into Lower Key Stage 2, they begin to focus on discrete areas of Geography, linking their learning to prior experiences. Our oldest children in Upper Key Stage 2 then begin to learn through thematic topics, such as exploring Rights and Responsibilities in America and Exploring different polar climates: this allows the children to review prior learning and make deeper connections across time periods and concepts in Geography.

The knowledge and skills stated in the National Curriculum/ Early Learning Goals are the backbone of teachers planning. Planning is created by teachers, using the whole school scheme of learning, which is based on the Focus scheme. Teachers are provided with non-negotiable 'sticky knowledge', as well as knowledge mats for pupils to revisit this knowledge.

Planning will:

- Set out clear learning objectives, linked to Curriculum programmes of study.
- Use the interests of pupils.
- Use the topic or theme to develop core skills, applying mathematical and English skills taught.
- Ensure progression and continuity of skills across the key stage, making links to prior learning.
- Match the needs of individuals in class to ensure the learning is accessible to all.
- Evaluate and assess understanding, based on non-negotiable sticky knowledge.

Planning should be made available for other members of staff, curriculum and phase leaders and the head teacher by being saved onto the school server.

At the beginning of each unit, children are given the opportunity to share what they know already, as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how all learners will be taught, as well as how learners

will be supported in line with the school's commitment to inclusion. During each lesson, children complete 'Flashback Tasks' to retrieve prior knowledge. Children also regularly complete 'Flashback Friday' tasks, to recall key facts from their learning within that year to secure this knowledge into the long term memory.

Within KS1 and LKS2, intended learning is based around topics focussing on one specific area of the curriculum – this may be, for example, a study of mountain regions and developing locational knowledge to compare their own locality to a place in Europe. In Upper Key Stage 2, children have the opportunity to consolidate their learning through thematic units, Rights and Responsibilities etc. These units allow children to revisit prior learning and make broader comparisons, using their previously learned knowledge from LKS2 and KS1.

In Geography, children learn to use maps to locate cities, countries, mountain ranges, rivers, seas and oceans. They use atlases, photos and the internet to explore the environment and economics of those countries which they study. They then use the skills they have developed in English, Maths and Computing to report and record their findings.

Resources:

Resources are available for all units and are kept within topic boxes, for use as and when required. Communal resources, such as atlases, are stored centrally in the in classrooms. We have also purchased a wide range of additional resources from Derbyshire Resource Services, and have access to additional resources from schools within the Five Pits Partnership.

Cross Curricular Links:

Geography topics provide many opportunities for cross-curricular links with other areas of the curriculum. Both subjects have strong links with computing). There are various opportunities to use the internet for research and the computers can be used for writing and presentation purposes. There are also many ways to link Geography with English, such as writing letters/diary entries/weather reports etc. Links with Maths can be achieved through work on timelines/statistics etc. The curriculum themes allow for unlimited opportunities for links between the humanities and other subjects.

Impact

Through our geography lessons, pupils should learn key vocabulary and be able to apply their geographical skills to a range of geographical enquiries. Specific skills will have been developed including:

- Drawing and interpreting maps.
- Identifying geographical features.
- Formulating questions and developing research skills.

We ensure that our pupils are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

Assessment:

At Westhouses, assessment and record keeping is an integral part of our teaching & learning policy. Books and written work provide records of pupils' achievements which help to inform planning for future learning, and reports of progress to parents. Work and planning scrutiny will be carried out, focussing on school and subject specific action plans.

Monitoring and Evaluation

The purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupil attainment.

The Geography subject leader monitors planning and children's work on a regular basis. The Leadership Team oversees the work of the subject leaders and may carry out monitoring activities in line with the school's policy for monitoring.

Equal Opportunities

All children are entitled to access the Geography programmes of study at a level appropriate to their special educational needs, regardless of race, sex, religion, ethnic group, culture or ability. Full integration and participation is achieved for those children with specific physical needs by appropriate planning and differentiation by the class teacher.

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