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GPS

Gawsworth Primary School

Learning Together to Achieve Our Best

Gawsworth Primary School

Geography Policy

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PURPOSE OF STUDY
(National Curriculum 2014)

'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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.'

Intent

At Gawsworth Primary we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Gawsworth Primary 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. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. 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 curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Gawsworth Primary and also to their further education and beyond.

Implementation

Knowledge and skills of Geography are prioritised at Gawsworth Primary, so that children are able to achieve depth in their learning and these are taught through cross-curricular topics. Teachers have identified the key geographical knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey 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 greater depth will be taught, learnt and demonstrated, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in geography are specifically planned for, with strong links between geography and literacy identified, planned for and utilised. The local

area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.
The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Outcomes in books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes, verified by teachers through evaluation grids at the end of topics and also record what they have learned comparative to their starting points at the end of every topic, considering what they could improve upon. Pupil voice is further encouraged through pupil/teacher/SLT progress meetings. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by the school's links with a partner school in Kenya.

Skills of Geography

In undertaking geographical enquiry pupils will be given the chance to observe, question, record, collect, communicate, analyse and draw conclusions.

At Foundation Stage:

Geography falls into the area of learning known as 'understanding the world'. In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world.

Activities are based upon first hand experiences that encourage:

- exploration
- observation – drawing surroundings and sensory trails, visit to shops, exploration of setting
- problem solving
- prediction
- critical thinking
- decision making
- discussion

Outdoor activities allow children to have 'real' experiences, eg: weather, creatures in their natural environment and of the buildings that surround them. It allows them to work on a large scale, such as in construction, water play and mapping. These experiences can be extended eg: by looking at magnifiers at plants or creatures or

making a model of buildings encountered on a journey. Children have opportunities of using reference skills to gain information eg: through books, photographs, artefacts, natural objects, interviews and the investigation of products.

At Key Stage 1 pupils will be taught to:

Ask geographical questions.
Observe and record.
Express their own views about people, places and environments.
Communicate in different ways.
Use geographical vocabulary.
Use fieldwork skills.
Use globes, maps and plans at a range of scales.
Use secondary sources of information.
Make maps and plans.

At Key Stage *2* pupils will be taught to:

Ask geographical questions.
Collect and record evidence.
Analyse evidence and draw conclusions.
Identify and explain different views that people, including themselves, hold about topical geographical issues.
Communicate in ways appropriate to the task and audience.
To use appropriate geographical vocabulary.
To use appropriate fieldwork techniques.
To use atlases, globes, maps, and plans at a range of scales.
To use secondary sources of information including aerial photographs.
To draw plans and maps at a range of scales.
To use ICT in geographical investigation where appropriate.
Decision making skills.

PRINCIPLES

The Role of The Subject Leader

The Geography Leader plays the central role in achieving the aims of the school. Therefore, it is important that the role is defined and understood.

- To co-ordinate the purchase and maintenance of equipment and resources.
- Ensure the resources are relevant and usable.
- Review he needs of staff and provide suitable training or advice.
- Disseminate any other relevant information to staff.
- Keep up to date with changes and developments.
- Develop a scheme of work agreed with, managed and implemented by the whole school.

- Monitor progress of the policy, reviewing and updating where necessary and to keep a record of work achieved.
- To store and make available to staff appropriate resources.
- To monitor the quality of planning, delivery and achievement.

Professional Development

INSET needs are provided on a school basis by the subject leader or outside agencies after consultation with the staff. Individual needs are dealt with as they occur – breaks, after school or during time given to the subject leader to develop the subject. Beyond school support is brokered through consultants such as Chris Trevor and collaborative work within Fallibroome Multi Academy Trust..

National Curriculum Requirements

FOUNDATION STAGE

From Early Learning Goals children study under the heading 'Understanding the World.'

Pupils observe, find out about and identify features in the place they live and the natural world.

Find out about their environment and talk about those features they like and dislike.

Curriculum 2014 identifies the following content for children at:

Key Stage One

Pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about he environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photos.

Children learn through two locality studies:

The locality of the school and a locality either in the United Kingdom or overseas that has physical and/or human features that contrast with those of the school.

Key Stage Two

Pupils will investigate a variety of people places and environments at different scales in the United Kingdom and abroad and start to 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. In doing this they ask geographical questions and use geographical skills and resources such as maps, atlases. aerial photographs and ICT.

Children learn through localities and themes.

This will include a locality in the United Kingdom and a locality in a country that is less economically developed.

Themes such as settlement, environmental issues, extreme weather.

In working through the themes children should study at a range of scales including local, national and international. These studies should incorporate The U.K. Europe and the wider world. Children should carry out the skill of fieldwork where possible.

In Key Stage 1 & 2, geographical knowledge is taught through 'locational and place knowledge', 'fieldwork', 'mapping skills, 'enquiry and communication' and 'knowledge of geographical vocabulary'.

PRACTICE

Planning

Planning takes place on a yearly, termly and weekly basis.

Teaching & Learning Styles

We strive to use fieldwork and our locality as widely as possible in each year, visits to field centres are encouraged.
We also organise our work on an enquiring basis using key geographical questions and vocabulary.

Record Keeping

All teachers assess the progress of children against national curriculum requirements and make a judgement of 'expected', 'exceeding' or 'working towards' at the end of each term.

Progression

The geographical scheme of work is organised on a spiral of complexity and widening locality which parallels a pupil's increasing understanding and experience. Progression is checked termly.

Differentiation

In general, differentiation is achieved through outcome. In geography it is relatively easy to differentiate tasks and therefore extend the depth of learning.

Equal Opportunities

Gawsworth aims to provide each pupil with a learning environment in which there is fair provision for all children regardless of race, gender, culture or special need. Questions and expectations are equally fair and not gender biased.

Special Needs

Gawsworth acknowledges the potential geography has in contributing to the education of children with learning difficulties, especially through fieldwork and environmental topics. We take this into account in our planning as well as the opportunities investigative/enquiry based-work to challenge those of higher ability.

Schemes of Work

Schemes of work for all Key Stages are attached in later appendices. The schemes meet National Curriculum requirements at all Key Stages and follow a logical progression for each year, building on previous experience.

Review Procedure

This document has been written in consultation with the staff and governors of Gawsworth primary School. It will be reviewed with plans set out in the Strategic School Development Plan.

Appendices

Long Term and Mid Term Planning

Reference – Topic Matrix (Whole School Overview)
Year Group 'Jigsaws' (Year group coverage of Geography within topics)

SCHEMES OF WORK

Reference Scheme of Work (in line with requirements of 2014 National Curriculum.)

Foundation Stage

Reception children study geography through Stepping Stones and refer to a section called Knowledge and Understanding of the World.

EYFS Geographical Skills

Reference 'Attainment and Progress beyond ELGs' document

KEY STAGE 1

Children are naturally interested in the physical and human features of their surroundings and questions come from direct experience. Geography in the Infant department is therefore taught as a discrete subject within topics such as 'Commotion in the Ocean', 'Enchanted Woods' and 'Paws, Claws and Whiskers.' They will be aware of their own locality and other places either inside or outside the UK.

KS1 Geographical Skills

Reference Key Skills Document for KS1

KEY STAGE 2

The geography in Key Stage 2 builds on experience of the subject in Key Stage 1. Geography in years 3-6 is taught as a discrete subject but links into topics taught. The organisation of content is a spiral starting with the familiar and widening in both scope and context.

KS2 Geographical Skills

Reference Key Skills Document for LKS2 and UKS2.

PHSE:
We acknowledge the part geography can play in preparing our children for roles are responsible citizens and fostering good relationships whilst celebrating the differences between people. Such points are positively emphasised in our teaching.

September 2020