Geography Policy Statement

Introduction

Geography is a subject within the national Curriculum 2014. This policy outlines the teaching, organisation and management of the Geography at Avondale Primary School. It reflects the school's values and ethos. The curriculum and policy has been organised and established in consultation with the subject leader and staff and is continually developed through evaluation and feedback from teaching and support staff. This document is intended for all teaching staff with classroom responsibilities. It is also intended for Governors, parents, inspection teams, Local Authority Advisory/Improvement Officers and copies are available upon request from the school office and on the school's website.

The implementation of the policy is the responsibility of all the teaching staff. It is the role of the Head-teacher and Geography Subject Leader to ensure that the policy is successfully implemented.

Intent

Geography education 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. Teaching should equip children with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. As children progress, their growing knowledge about the world should help their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Adapted from the 2014 DfE Geography Programme of Study

At Avondale Primary School good Geography teaching aims to:

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

- 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.

- Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

- Acquire Geographical knowledge, understanding and skills.

- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

At Avondale we are passionate about teaching and learning. We are committed to providing a broad, balanced and most importantly personalised curriculum that meets the needs of all children from Reception to Year 6. We believe that all children in our school are entitled to a broad and balanced geography education, regardless of ethnic origin, gender, class, aptitude or disability.

The children should be able to work independently and collaboratively to raise questions. In our school geography should be fun and engaging for the pupils, providing them with first hand experiences, which help them to understand the world around them.

The objectives of Geography Curriculum

The objectives of geography teaching in the school are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2. Children will be taught a range of knowledge and skills. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Both key stages will focus on Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork.

In **KS1** children develop knowledge about the world, the United Kingdom and their locality. They learn basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 1	
Location knowledge	• Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the United Kingdom's four countries, capitals and its surrounding seas.
Place knowledge	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
Human & Physical Geography	• Identify seasonal and daily weather patterns in the United Kingdom. • Locate hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use basic geographical vocabulary to refer to key physical features (e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation etc.) and key human features (e.g. city, town, village, factory, farm, house, office, port, harbour, shop etc.)
Geographical skills & Fieldwork	• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass directions (N, E, S, W) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

In **KS2** children extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Key Stage 2	
Location knowledge	• Use maps to locate and focus on the countries of Europe and North & South America, concentrating on their environmental regions, key physical & human characteristics, countries and major cities. • Name and locate the countries and major cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place knowledge	• Understand geographical similarities and differences through the study of human and physical geography of a region of the **United Kingdom**, a region in a **European country** and a region within **North or South America**.
Physical and Human Geography	• Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Geographical skills and Fieldwork	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

In the Foundation Stage geography provision is linked to the six areas of learning, particularly 'Knowledge and Understanding of the World'.

How Geography is structured through our school

Our scheme of work is based on the National Curriculum Programmes of Study for

Geography.

Geography is embedded in the Foundation Stage Curriculum, and its over-riding intention is to develop in young children a keen interest in, and desire to learn about, the world in which we live. Directly or indirectly, young children experience the world every day. Through play they will be given opportunity to ask questions and explore whilst making links to geographical concepts that occur in everyday life. The early years are an ideal time to build on children's

images of places, near and far, and to lay the foundations for their understanding of the world. In turn, this will contribute to their development as global citizens.

In KS1 & 2, Geography may be taught as a discrete subject, but is more meaningful and enjoyable if taught as a topic or theme based approach which links with other subjects. Geography may be taught on a weekly basis or the time allocation may be grouped within a few weeks to tie in with the rest of the teaching during a half termly topic.

Opportunities to develop cross-curricular skills such as English, maths, science and computing in addition to specific geographical skills are encouraged.

It is the aim of Avondale Primary School to ensure that opportunities for active learning are exploited (opportunities to 'see' geography, learning trails for locality study, use of ipads to take photographs and use for comparisons) and that Geography is taught in a way that is both meaningful and enjoyable. Wherever possible the use of first hand experiences should be used. In particular use of the school grounds as well as fieldwork in the local environment or visits further afield. Use of orienteering should also be used in order to develop compass and map-reading skills within each key stage.

In addition a varied range of resources should be used including books, photographs, statistical data, audio-visual materials, ICT software, websites, and maps/atlases at appropriate scales.

In lessons a variety of approaches will be used to ensure continuity and progression. Geography lessons will include a blend of whole class teaching, group work and individual work. Learning activities may consist of

- Groups, usually of mixed ability or differentiated tasks
- Teacher produced work cards
- Relevant discussion at class, group and paired level
- A chance for groups to communicate findings in a variety of ways including the use of ICT
- Commercially available packs which are used to support topic work and geographical themes.

Planning

Planning is the responsibility of individual teachers and should

- Set clear objectives
- Ensure work is matched to pupil's abilities and interests
- Ensure progression, continuity and subject coverage throughout the school.
- Be evaluated so teachers are able to reflect on the effectiveness of the lessons and assess the children's learning.

Planning is carried out on 3 levels

1. **Long term planning of topics covered shown in a curriculum web**

   A whole school curriculum map for Geography outlines the topics/themes and subject links for each year group over each academic year. This forms the long term plan.

2. **Medium Term planning**

   Medium term plans outline the learning objectives and skills to be taught over the period of a half term. Teachers deliver lessons from a set of planned, progressive Medium Terms Plans which have been designed to build on children's skills throughout their time at Avondale. These plans ensure there is full coverage of the National Curriculum Objectives.
   The medium term plan provides teachers with suggested activities that they can transfer and adapt into their short term plans. Teachers are expected to adapt and modify the medium term plans to suit their children's abilities, interests, current events, their own teaching style, the use of any support staff and the resources available.

All children will have a Geography book in which any Geography learning may be stored. Work may be recorded in a variety of ways including written explanations, photographs, planning grids, graphs, tables and evidence of group/ whole class discussion. Geography displays can be used to support the children's learning and will provide them with relevant geographical vocabulary and display good examples of learning.

We use homework to support school and class activities. This relates to the school's overall homework policy.

Health & Safety

All out of school activities will comply with the guidelines in the school Health and Safety policy. A risk assessment form will be completed by staff prior to any Geography trips. This will identify any risks and procedures will be put into place to minimise these

The contribution of Geography to teaching in other curriculum areas

- English – Geography makes a significant contribution to the teaching of English at Avondale because it actively promotes the skills of speaking and listening, reading and writing. There is ample opportunity in Geography lessons for pupils to develop their speaking and listening skills as they investigate and debate various environmental issues. Reports, letters and recoding information all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.
- Mathematics - Geography provides plenty of opportunities for children to develop their mathematic skills. We teach pupils to represent objects with maps and six-figure grid reference. They also use graphs to explore, analyse and illustrate a variety of data.
- Computing – Computing will be used in various ways to support teaching and motivate pupils learning. Computing involves the computer, and audio visual aids, CD-ROMs and DVD's and digital map referencing software. Laptops may be used to enhance lessons and enable children to conduct further research. Children can record their results using cameras. They can use microscopes and data loggers.
- SMSC Development (British Values) – Geography contributes significantly to this as the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study how environments are changed for better or for worse. The nature of the subject means that children have the opportunity to take part in debates and discussions. Geography in our school promotes the concept of positive citizenship through the global dimension of the subject.

SEN

All pupils, including those with SENs, are entitled to participate in activities as prescribed by the Geography National Curriculum. Certain provision may need to be made in terms of:

- extended time to develop knowledge and understanding
- adaptive teaching
- teacher/TA support including appropriate questioning, in class support, Pre vocabulary teaching.
- adapted recording systems – use of ICT, voice recorders, camera's
- further aids or adapted equipment to allow access to practical activities including different size and style of maps.

For pupils who are working below year group expectations their progress in Geography is tracked using the P scales for foundation subjects.

Equal Opportunities.

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability and including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. Continuity and progression is facilitated by the structure and content of the Scheme of Work.

Inclusion

The school is committed to providing effective learning opportunities for all children. Our school aims to provide a Geography curriculum which meets the specific needs of individuals and groups of children. This includes the three essential principles of:-

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Resources

Geography resources available include: reference books, textbooks, library loans, teacher prepared materials, pictures, photographs, maps and atlas's, globes, digital map referencing software. Resources will be kept in the Geography resource area and sometimes in classrooms. In the library we have a good supply of geography topic books.

The outdoor learning areas and the local area are fantastic places for children to learn. Our school is also close to a woodland which can be used to support the children's learning outside of the classroom environment. Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in the practical geographical research and enquiry.

Assessment, Record Keeping and Reporting

.
The focus of assessment should be on the progression of Geography knowledge and skills. Formative assessments will be an ongoing, informal part of every Geography lesson to check children's understanding and give feedback, which will help teachers to adjust day to day lesson plans. These will take the form of hinge questions, exit enquiries and regular, targeted questioning to ensure any misconceptions are dealt with at the time. Any under-performance should be addressed as soon as possible and exceptional talent noted whilst also ensuring the children have appropriate challenge and extension activities. Marking and feedback is completed in line with Avondale's Marking and Feedback Policy.

At the end of each term the class teacher will highlight the objectives that have been taught. They will make a summative judgement for each child against the year group skills and objectives that have been covered so far. Names are recorded on a tracker grid highlighting which pupils are –

- Below
- Within year group expectations
- Met / Secure
- Greater depth

At the end of the academic year, teachers make a summative judgement against the Geography objectives for their year group and this information is passed to the next class teacher and subject lead. The level that a pupil is working at in history will be reported to parents in the end of year report.

Monitoring and Evaluation

- Monitoring of the standards of teaching and learning in Geography is the responsibility of the subject leader as part of the Whole School Monitoring and Evaluation policy on a rolling programme. The subject leader will monitor the learning and teaching of Geography throughout the school through audits from staff, discussions with the children and book

scrutiny for topics that welcome a rich Geography content. The subject leader will also compile a portfolio of evidence showing a range of levelled work throughout the year.

- Key strengths from monitoring will be identified along with issues for development. Any additional actions to be taken are noted on the Geography action plan for that school year. Subject leaders meet termly with the whole school curriculum lead to reported and discuss findings and feedback at staff meetings. The subject leader produces an Action Plan at the start of each year and an annual Subject Report for the SLT and Governors in the summer term.

The Role of the Subject Leader

The subject leader for Geography is Mark Sharples.

It is the role of the subject leader to:-

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in geography throughout the school.
- support colleagues in their development of detailed work plans and implementation of the scheme of work.
- monitor progress and attainment in geography.
- take responsibility for the purchase and organisation of central resources for geography.
- keep up-to-date with developments in geography education and disseminate relevant information to staff.
- produce an Action Plan at the start of each academic year
- produce a report to Governors at the end of each school year.

Their role is defined in detail in their subject leader job description and is linked to teacher appraisal.

Governors

- The link governor for Geography is Paul Curry. He/she has the responsibility of reviewing the subject action plan for the previous twelve months, agreeing the new subject development plan, ensuring that it is consistent with the whole school development plan as well as looks at specific subject development. As part of this report data will be shared with the subject governor to review the academic attainment of Geography across school. A subject report will be provided to the identified governor in the Autumn term and the subject governor is required to provide challenge and ask questions regarding the subject report. Each year subject leads present to the governing body regarding strengths and areas for development within the identified subject area. This is so committees have a greater understanding about different subject areas and regarding the role of subject leadership.

Background Documentation

- This policy was informed by reference to National Curriculum documentation 2014.

Review

- This policy will be reviewed by the Head-teacher and all the staff every two years and amendments presented to the Governing Body.

Date of last review: May 2026

Date of next review: May 2028