**Mill Lane**

**Primary School**

Geography Policy

October 2019

|  |
| --- |
| Updated: Nikki Dowd |
| Date adopted by Governors and Staff: June 2019 |
| Review Date: June 2021 |

**Mill Lane Primary School**

**Geography Policy**

**Introduction**

The study of geography involves young children and people in exploring the relationship and interactions between people and the environments in which they live and upon which they depend. Many of the children who now attend our school will live to see the next century and live in a world of 11 billion people. The many opportunities and challenges that will arise during their life time will be very much about geography – personal, local, national and global. From adapting and mitigating the impact of climate change to predicting natural hazards such as Tsunami and earthquakes to understanding the cause and effects of population migration around the world our children will need to know about geography and to think like geographers. Geography helps us to prepare them for life in the 21st century with all of its currently unknown possibilities.

**Aims**

In terms of what we teach in geography and how we encourage and support our children to learn the subject we seek to develop young geographers who are able to make links and connections between the natural world and human activity and to understand the kind of questions geographers ask such as, ‘Why is this place like it is? How is it changing? What will be the costs and benefits of these changes when they happen?’ We seek therefore to encourage children to learn their geography through big question led enquiries about topics, places, themes and issues which allow sufficient scope and time to really engage in high order subject skills such as developing explanations (even though there are very often no answers to questions in geography), reaching conclusions, making judgements, evaluating, applying information learned in one context to another and generating their own ideas and questions to investigate through hypothesizing. Whilst knowing more subject information as the children progress through the school, is important we are careful in our planning to ensure that there is always a balance between new content and the development of important subject skills and the ability of children to think critically about what they are learning and why.

**Statutory Requirements**

Statutory requirements for the teaching and learning of Geography are laid out in The National Curriculum in England Framework Document for Teaching, September 2014.

**Objectives**During Key Stage 1, we challenge and support our children to undertake geographical investigations which enable them to use and apply basic and appropriate subject vocabulary, subject tools, including maps, aerial photographs and graphical data and fieldwork skills) to recognise, identify, describe,

observe, reason and explain the interaction of people with their environments by studying the following topics through key led investigations.

**Early Years Foundation Stage (EYFS)**

In the EYFS, Geography is taught through planned activities and independent opportunities using the Development Matters statements within the appropriate Early Learning Goals (ELG). ‘The World’ ELG within the ‘Understanding of the World’ area of learning enables planning for activities and the assessment of attainment. Pupils learn to notice features of the world around them and to consider similarities and differences between their immediate environment and other places. The ‘People and Communities’ ELG, which is also within ‘Understanding of the World’, gives pupils the opportunity to consider themselves, their family and their wider community.

**Key Stage One (year one and two):**

During Key Stage one, pupils observe, explore and ask questions about living things, materials and the world around them. They begin to work together to collect evidence to help them answer questions, find patterns, classify and group objects, research using a variety of sources and carry out fair testing.

Pupils use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables. Science lessons in Key Stage one are either taught discretely or where possible connected to other curriculum areas. Pupils often use the outdoor areas in their science learning.

|  |  |  |
| --- | --- | --- |
| Topic (examples)  | Key point for investigation. (examples)  | Outcomes (examples)  |
| Dinosaur planet | Can I find out about other animals in the world who are endangered? Why are they in danger? What can we do to help?  | Children can locate the world’s continents and oceans. |
| Land Ahoy! | Can I use and make maps? Can I use and give directions? | Children can use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surrounding environment. |

**Lower Key Stage 2 Key Stage Two (years three and four):**

During years 3 and 4 in geography, the curriculum builds on the skills established at Key Stage 1 and the children make progress through being provided with opportunities to make consolidated explanations (which means that their understanding is based on the clear use of evidence e.g. From data they have collected and presented in a graph) and reach conclusions about topics, places and issues they have studied through enquiry. Another important aspect of geography at lower Key Stage 2 is that our children begin to be able to see the world through the perspective of different stakeholders i.e. people and things that they have an interest in or connection with an issue or place.

To this end during lower Key Stage 2 we challenge and support our children to undertake geographical investigations which enable them to use and apply appropriate and increasingly specialised subject vocabulary, subject tools and fieldwork skills to recognise, identify, describe, observe, reason, explain and reach conclusions about the interaction of people with their environments by studying the following topics through key question led investigations.

|  |  |  |
| --- | --- | --- |
| Topic (examples)  | Key point for investigation. (examples)  | Outcomes (examples)  |
| Flow | Use an ordnance survey map to locate a river or stream (ie. the Tees) and follow its course on the map noting significant features.  | Children can use the eight points of a compass to describe the location of a country or geographical feature. |

**Upper Key Stage 2 Key Stage Two (years five and six):**

Upper Key Stage 2 geography focusses on topics and big questions that extend the children’s subject skills so that they can make judgements about things they learn both from their own personal perspective and through empathising with the position of others. In addition opportunities are provided for the children to evaluate what they have learned and how they have learned it and to come up with their own questions to investigate. Higher outcomes in geography also involve children being to apply what they have learned in one context to another and to understand concepts as well more discrete areas of knowledge which they have learned and understood. To this end, during upper Key Stage 2, we challenge and support our children to undertake geographical investigations which enable them to use and apply specialised subject vocabulary; subject tools and fieldwork skills to recognise, identify, describe, observe, reason, explain, reach conclusions and make judgements; evaluate, apply and hypothesise about the interaction of people with their environments by studying the following topics through key question led investigations.

|  |  |  |
| --- | --- | --- |
| Topic (examples)  | Key question for investigation. (examples)  | Outcomes (examples)  |
| Hola Mexico! | Use maps atlases and globes to locate the Chihuahuan desert. Work in groups to find out about the plants and animals that live there, what the climate is like, the people who live there and the difficulties they face. Decide how they will present their research to others and when feeding back point out how this area differs from their own. | Children can understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America. |

**Teaching time**

In order to achieve the objectives of the Geography Curriculum, the subject is taught either as an isolated topic, or is integrated with other subjects through a half termly or termly topic and other subjects are linked in with it.

**Organisation**

In lessons, a variety of approaches will be used to ensure continuity and progression.

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.

Within a class there will be a wide range of abilities, from those who are more able to those who have special educational needs. The class teacher will provide differentiated activities for the children through task, outcome and resources and the support given to meet the needs of the individual.

**Planning**

Planning is carried out on 3 levels:

Long term planning of topics covered shown in a curriculum web

Medium Term planning

Short Term planning

Planning is the responsibility of individual teachers and should be used to

Set clear objectives

Ensure work is matched to pupil’s abilities and interests

Ensure progression, continuity and subject coverage throughout the school.

**Assessment**

Assessment will take place at three connected levels: short term, medium term and long term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment. Short term assessments will be an informal part of every lesson to check pupil understanding and give information, which will help teachers to adjust day to day lesson plans.

Medium term assessments will take place after each unit from the Scheme of Work has been completed.

Long term assessments will take place towards the end of the school year to assess and review pupil’s progress and attainment. These assessments will be drawn from teacher assessment and records and medium term plan assessments. This will be passed on to the pupil’s next teacher in line with the schools non-core assessment procedure.

**Record keeping**

Records of pupil’s achievements are kept to:

Plan for pupil’s future learning

Report progress to parents

Maintain a written record of a pupils’ learning

Provide a curricular record of each pupil.

Make whole school judgements on standards in the subject.

**Resources**

The resources available include: Cornerstones resources, reference books, textbooks, library loans, teacher prepared materials, pictures, photographs, maps and atlases, globes, digital map referencing software. Resources will be kept in the Geography resource area and sometimes in classrooms.

**ICT**

ICT will be used in various ways to support teaching and motivate pupils’ learning. ICT involves the computer, and audio visual aids, CD-ROMs and DVD’ and digital map referencing software. The class set of laptops may be used to enhance lessons and enable children to find information from the internet and other programs to support their learning.

**Management of Geography**

Role of the Subject leader

The role of the geography subject leader is 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 this development of planning, their implementation of the scheme of work and in assessment and record keeping activities.

Monitor progress in geography and advise the head teacher on action needed

Conduct work sampling regularly focussing on different aspects of teaching and learning.

Take responsibility for the purchase and organisation of central resources for geography.

Keep up to date with developments in geography education and disseminate information to colleagues as appropriate.

The quality of teaching and learning in geography is monitored and evaluated by the head teacher as part of the school’s agreed cycle of lesson observations.

This policy will be reviewed regularly.