

Upton Westlea Primary School

Geography Policy



Approved by staff: March 2020

Signed: K Carruthers

Approved by Governors: March 2020

Signed: N Buckley

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Intent

The intent of the geography curriculum at Upton Westlea is to enable children to gain knowledge and understanding of places in the world. Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving.

We aim to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country; Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind, to understand environmental problems at a local, regional and global level;

Implementation

When implementing the geography curriculum at Upton Westlea we use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

Our curriculum planning is in three phases; long-term, medium-term and short-term. Our long-term plan maps the geography topics studied in each term during each key stage. We combine the geographical study with work in other subject areas. At other times we arrange for the children to carry out a geographical study independently.

As a school we have decided that no schemes of work will be used for foundation subjects and a bespoke curriculum will be designed to reflect the needs of our children and make use of our local area. This is a "work in progress"; a long-term grid has been decided upon to ensure all areas in the geography national curriculum framework are covered throughout a child's time at Upton Westlea. We are developing the medium-term plans as we go, copies of these will be on staff share and in the

geography co-ordinators file when they are complete. The geography subject leader reviews these plans on a regular basis.

Each class teacher creates a plan for each lesson. These daily lesson plans list specific learning objectives, skills and vocabulary to be taught. The class teacher annotates these plans and keeps them in a planning file. These are reviewed when the book scrutiny is carried out but can be discussed with the geography subject leader, on an informal basis, at any time.

Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. We have developed areas of the school grounds to be used as a teaching resource. These include a wildlife area, bug hotels and nature trail. We are constantly looking at ways we can further develop the outside classroom.

In the Foundation stage and at Key Stage 1 all the children carry out investigations in the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children carry out a study of the local area. We also offer the opportunity to take part in a residential visit from Year 2 to Year 6 where fieldwork is carried out in relation to the topic of the term.

Resources

We are continually reviewing resources in our school to be able to teach all the geography units in our Scheme of Work. Teachers keep these resources in their classrooms. As a school we subscribe to First News, which is kept in the library. A small selection of resources are stored centrally e.g. compasses. We also keep a collection of geography equipment which the children use to gather weather data, and a variety of atlases. In the library we have some geography topic books. There is a range of educational software to support the children's individual research in the classes and recommended websites have been given to staff.

Early Years Foundation Stage

We teach geography in Nursery and Reception classes as an integral part of the topic work covered during the year. As the nursery and reception class are part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), found within Understanding the World, which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such

as collecting postcards from different places, singing songs from around the world, or investigating what makes a 'good' playground.

Teaching geography to children with special educational needs

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Impact

The impact of the new curriculum, when in place, will be a relevant curriculum that meets the needs of the children ensuring at least good progress is made by all. It will inspire children giving them a love of geography. Daily formative assessment will take place with the class teacher marking and assessing the children's work and how they achieved during the lesson. Teachers will use their daily formative assessments to adjust planning accordingly for the following lesson to meet the emerging needs of their class, groups and individuals. At the end of each half term/ unit of work, assessment grids will be completed for each child from Year 1 to Year 6.

Assessment and recording

We assess the children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit. We record these results on our assessment grids and we use these to plan future work, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

The geography subject leader keeps samples of the children's work in a portfolio. Class teachers keep the children's geography work in the topic book.

The new assessment grids have not yet been designed as the units of work need to be planned first. The old assessment grids are obsolete as they were linked to the original scheme of work.

Monitoring and review

The geography subject leader and The Head Teacher are responsible for monitoring the standard of the children's work and the quality of teaching in geography. They are also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The geography subject leader gives the head teacher an annual action plan in which the strengths and weaknesses are evaluated and indicates areas for further improvement. Regular pupil voices are carried out to find out pupil's views on Geography.

Inclusion

Upton Westlea Primary School is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Equality Statement

At Upton Westlea Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

