

# Upton Westlea Primary School

## Geography Policy



“Inspire, Learn, Succeed”

Approved by staff: January 2024

Signed: K Carruthers

Approved by Governors: January 2024

Signed: *Laura Dalton*

Review Date: January 2026

“Geography is a subject which holds the key to our future.”

Michael Palin

## 1. Introduction

At Upton Westlea we stimulate children’s interests and understanding of the World and geographical concepts through the teaching of geography. We teach the children skills to support their learning and enquiry of the world around including our local area and further afield. Concepts are threaded through our curriculum to develop cognitive learning. The concepts are: transport and travel and weather and climate.

In our school, geography contributes to citizenship education by teaching children about the world and the impact climate change is having the world. We teach them the knowledge and skills to investigate past and current topics and analysis and problem solving.

## 2. 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.

## 3. 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.

As a school we have decided that no schemes of work will be used for foundation subjects and a bespoke curriculum has been designed to reflect the needs of our children and make use of our local area. A

curriculum overview has been drawn up to ensure all areas in the geography national curriculum framework are taught.

Our curriculum planning is in three phases: There is a curriculum overview, long-term plans which show prior learning, essential knowledge and skills plus sticky facts. Teachers then use this to form short-term/ lesson plans. Our curriculum overview maps the geography topics studied in each term during each key stage. We combine the geographical study with work in other subject areas where possible.

Copies of the overview and the long-term plans are on staff share and on the school website. Short-term/lesson plans are kept by the teacher. 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, 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 and local area. At Key Stage 2 the children carry out a study of the local area and city centre. We also offer the opportunity to take part in a residential visit in Year 2, Year 3/4 and 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. A small selection of resources is 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. 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. Long term plans can be found on the website.

#### 4. Impact

The impact of the geography curriculum is a curriculum that meets the needs of the children ensuring children are given planned opportunities to learn about and develop their geographical skills and knowledge. It will inspire children giving them a love of geography. 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 formative assessments to adjust planning accordingly for the following lesson to meet the emerging needs of their class, groups and individuals.

##### How we measure this impact:

- Work is marked and next steps are given where required. Individual judgements are made and teachers record the progress made by children against the learning objectives for their lessons.
- 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.
- At the end of a unit of work, the acquisition of knowledge, skills and understanding in geography will be measured using formative and summative teacher assessment. Attainment and progress will be measured and recorded against assessment objectives for each year group which has been developed with a whole-school progression. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year.
- Lesson observations, planning and book scrutinies will take place.
- Any developments will be identified, and results will be incorporated into the geography action plan shared with staff and school governors.

#### 5. Health and Safety

There is a separate subject risk assessment (if required) which is completed by the subject leader to assess any risks and ensure measures are put in place to when needed to ensure the safety of our pupils and staff.

#### 6. Inclusion and Equality Statement

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.

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.

