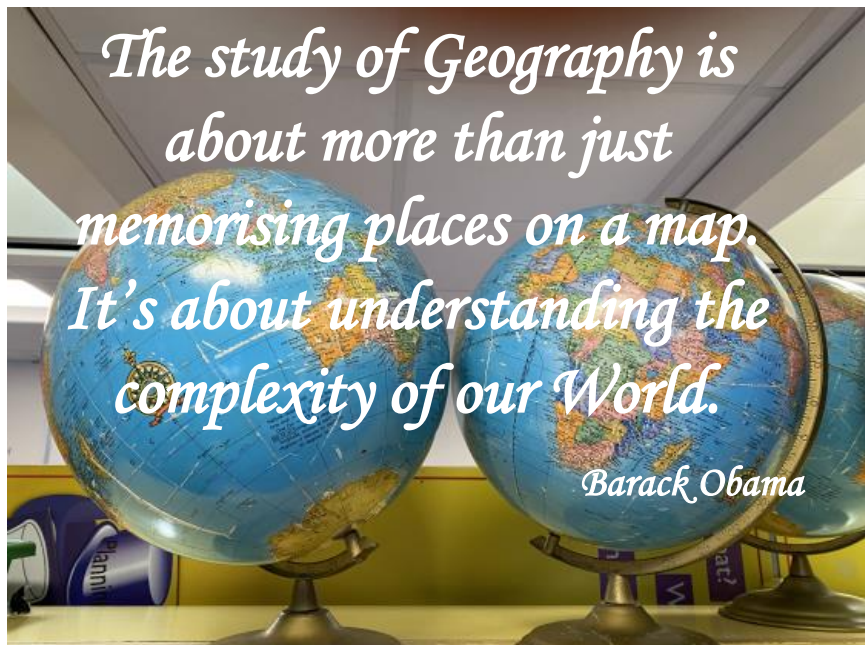




# Geography Policy



Adopted by Governors: Summer 2023

To be reviewed: Summer 2025

## **Rationale and Intent**

At Dothill Primary School we recognise the importance of geography to enable pupils to understand the relationships between places, the human and physical processes that shape them, and the people who live in them. We inspire our pupils to develop a greater understanding and knowledge of the world, as well as their place in it.

**Our principle aims, following the National Curriculum in England for Geography are for pupils to:**

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- be competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Our children are encouraged to enjoy asking and answering questions about the world around them, as well as making full use of relevant resources to support their learning.

The core of our geography curriculum is the National Curriculum for England.

The Ofsted research review for geography (June 2021), explained that in a well-structured curriculum, the prior content that pupils have remembered allows them to understand the conditions, processes and interactions that explain geographical features, distribution patterns and changes over time and space.

At Dothill School the geography curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and

remember more. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts.

The sequence develops pupils' geographical knowledge overtime through a range of key concepts. The key concepts allow pupils to build upon prior learning and apply this knowledge to their current area of learning.

All children have access to a high-quality, ambitious geography curriculum that is both challenging, enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

## **Teaching and Learning**

### **Foundation Stage**

Within the EYFS curriculum geography is developed through 'Understanding the World'. Within the Foundation Stage, pupils learn to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Pupils explain some similarities and differences between life in this country and life in other countries.

### **Key Stage 1 and 2**

In Key Stage 1 and 2 there are two half-termly areas of study with cross-curricular links being made where possible. Pupils benefit from this way of working as it allows for a more in-depth study where they can explain more about what they are learning and why.

In Key Stage One, pupils develop knowledge about the world, the United Kingdom and their locality. They understand 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.

In Keys Stage Two, pupils 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.

We provide a variety of opportunities for geography learning both inside and outside the classroom. Educational visits are another opportunity for the

teachers to plan for additional geography learning outside the classroom. Through fieldwork, our pupils explore the local environment, to encounter geographical concepts first hand and connect their learning, in classrooms, with the complexity of the real world.

Within the lesson, teachers check pupils understanding effectively, addressing any misconceptions and conversations surrounding their viewpoints take place. The curriculum is designed and delivered in a way that allows pupils to know more, find out information and remember more.

Curriculum Documents for *Geography* can be found on the curriculum pages of the school website:

<https://www.dothillprimaryschool.co.uk/key-information/curriculum>

- *Geography Curriculum Statement*
- *Geography Curriculum Overview*
- *Geography Progression Document EYFS/KS1*
- *Geography Progression Document Lower KS2*
- *Geography Progression Document Upper KS2*
- *Geography Coverage Document*

### **Planning**

Every year group has a yearly curriculum map that outlines the key areas of *Geography* which will be taught throughout the year. This also ensures that adequate amount of time and coverage is allocated to each key area.

In order to ensure high standards of teaching and learning in *geography*, detailed medium-term planning supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new concepts. Within this document the following is evident:

- *Prior learning*
- *Key questions*
- *Key concepts - Location, climate, human and physical characteristics and fieldwork - this supports the pupils to build on their substantive knowledge.*
- *Specific year group objectives and vocabulary are presented to ensure planning for correct coverage.*
- *Expected knowledge at the end of the unit.*

Progression documents are used to support the medium-term plan, to ensure that staff are delivering a consistent and challenging curriculum. Teachers short term

planning is developed using the medium-term plan to ensure all objectives are taught. Within the lessons, teachers assess and check pupils understanding effectively, addressing any misconceptions and conversations surrounding their viewpoints take place.

### **Assessment**

**Assessment** is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. At the beginning of each lesson the class teacher will share a learning objective and success criteria with the children. This informs them what they are learning and the steps they need to take to be successful. The teacher will assess the pupils against the success criteria. The assessment will be based on the pupil's application of taught knowledge through class discussion, answering questions, practical activities and if appropriate written work. This supports in identifying gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.

At the beginning of each unit of work the pupils will independently take a quick quiz, that will assess to see what they already know. The quick quiz will assess pupils' knowledge of technical vocabulary and key knowledge. This quick quiz will then be taken at the end of the unit of work to show progress.

### **Recording**

Work from geography lessons will be recorded in each pupil's foundation book. This can be recorded in a range of ways depending on the task and the age of the children. Often, there will be written or sketched evidence in the foundation books. However, where a task is practical or includes group work, a photograph with a short blurb will be more appropriate evidence for the foundation book. Examples of children's work (written and photographs) may be displayed in classrooms or in year group corridors to share with others.

### **Resources**

Resources such as globes, atlases and maps are located in the resources room. They are organised into boxes which are clearly labelled with the title of each resource. Staff may help themselves to the resources they need to teach their unit and should return the resources correctly when finished with them. This will be monitored by the subject lead.

Unit specific texts are available in school, and these can be found in classrooms in the book area and in the school library. In addition to books available in school, teachers have access to the Shropshire Library Service which provides

a range of texts, poster packs and maps at the request of staff. These can be delivered and collected by the library service or teachers may take the opportunity to visit the library in person to choose specific books. The Shropshire Library Service also offer artefacts for loan at a cost.

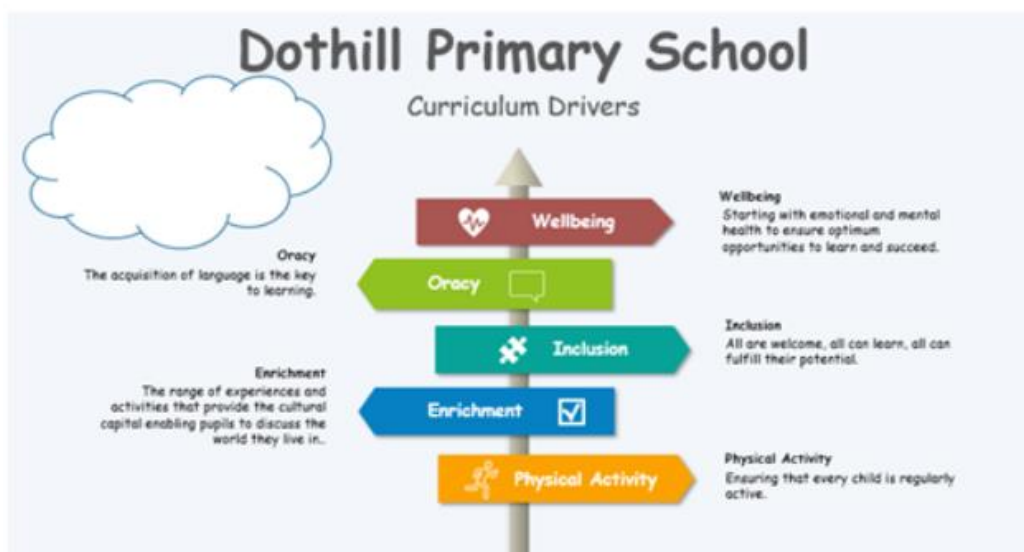
## Role of the Geography Leader

The role of the geography leader is to:

- Audit, identify, purchase, and organise all geography resources ensuring that they are readily available and well maintained.
- Document and review the agreed ways of working through a written policy document and geography scheme of work.
- Advise and support staff in the planning and teaching of geography and developing their subject knowledge.
- Monitor the teaching and learning of geography through learning walks, work scrutiny, the monitoring of planning and pupil voice.
- Monitor outcomes for pupils and track pupil progress in geography.
- Use feedback from monitoring to develop an action plan for geography with realistic and developmental targets.
- Report to SLT and Governors

## Curriculum Drivers

At Dothill we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



**Enrichment** - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, in order to offer experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In geography, enrichment includes using the local nature reserve, local walks to interesting features and longer expeditions to areas within Shropshire and the West Midlands. We also have planned opportunities for Geography providers to come into school to offer the pupils hands on experiences. Our curriculum is specifically designed around our locality and demographics.

**Wellbeing** - We place emphasis on a curriculum that develops the whole child. Through our core values - happiness, respect, responsibility, creativity, honesty, enthusiasm, confidence, kindness, cooperation and fairness - we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In Geography this is enacted through the ability to share their work with others, reflecting and evaluating on our work and having the courage and resilience to edit and make improvements. In addition, themes chosen for Geography encourage empathy and consideration of how it feels to live in different places compared to our pupils' own experiences.

**Oracy** - Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In geography oracy is developed through the opportunities to discuss, question and present through our units of learning.

**Physical activity** - Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. At Dothill we build physical activity into geography using different methods of collaborating and sharing ideas which encourage children to get up and move around the classroom. We use drama and role play as appropriate within our geographical learning. Calm Brain is used throughout the school day to help with transitions and give brain breaks in lessons as and when appropriate.

**Inclusion** - All pupils participate in geography. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

### **Spiritual, Moral, Social and Cultural Development**

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Through our geography curriculum we aim to provide pupils with opportunities to explore and develop their own values while developing a positive and caring attitude towards others. Geography offers opportunities for pupils to develop an understanding of their own cultural traditions and an appreciation of the diversity and richness of all cultures.

#### **Spiritual**

Pupils are taught to reflect on their own beliefs and opinions and to accept and embrace those of others. They are encouraged to be empathetic to the cultures, beliefs and traditions of others. Pupils develop wonder about the wider world and the people in it. This is achieved through learning about people, where they live and the wider world.

#### **Moral**

Pupils are encouraged to show empathy and understanding towards others. Stereotypes and intolerance are challenged through discussion and learning about places and people around the world. They understand that actions have consequences and identify how these may impact people/a place positively and negatively. Pupils recognise right and wrong and debate the impact of current issues around the world.

#### **Social**

We promote collaborative work in both the classroom and through fieldwork. Geography also promotes an understanding of citizenship for example through planning decisions in a town. Pupils understand that different countries are led in different ways and that this has an impact on the people/ processes there.



## **Cultural**

Through developing place knowledge of their own locality children can then make comparisons with other places around the world. They are taught to respect all cultures through identifying similarities and differences, and this is shown by their behaviour, acceptance, and tolerance towards others.

## **Use of ICT**

Information and communication technology enhances the teaching of geography wherever appropriate in all key stages. It is a vital tool in geography because it supports teachers in researching and resourcing a range of geographical resources to share with pupils. It is used widely by children to research places, facts and maps using search engines on iPads and laptops. ICT is also used by pupils to record their findings using publisher documents and more on the laptops. I. Pads are regularly used by staff to photograph practical tasks during geography lessons to evidence the learning that has taken place and cameras when out in the local area or on field trips.

## **Online Safety**

As part of our commitment to safeguarding, online access during lessons is carefully planned for and monitored. Pupils may use specific content, videos, models, images on the computer. These will be carefully selected by the teacher to ensure that they are appropriate and safe. SENSO software is used across school to monitor and manage computer activity on any computer device.

## **Equal Opportunities**

Equal opportunities are considered when we decide upon the teaching strategies that we employ and the resources that we provide. In our curriculum planning we ensure that all pupils, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extracurricular activities, all areas of the grounds, equipment and resources, the staff and time to contribute to whole class and group work.

## **Impact**

The impact of our geography curriculum is that:

- Pupils have a secure geographical knowledge.
- Pupils confidently ask and answer questions about locations, including their physical and human characteristics.
- Pupils confidently ask and answer questions about locations, including their physical and human characteristics.

- Pupils apply previously taught learning of key concepts to current learning.
- Pupil voice demonstrates that they enjoy geography and recall their learning over time.
- Pupils are aware of the damages being caused to the environment, as a result of climate change, and have a sense of responsibility for the care of the Earth and its people.
- Pupils are prepared for their next stage of education.
- Planning and subject knowledge is supported by CPD for teachers.

Signed.....  ..... Date..... 5.7.23.....

(Head teacher)

Signed.....  ..... Date..... 5.7.23.....

(Chair of Governors)