

Roseberry Primary and Nursery School

Geography Policy



Headteacher: Mrs E. Dunn
Chair of Governors: Mr J. Anderson

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Purpose of studying Geography

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

Aims of the National Curriculum

At Roseberry, we adhere to the aims of the National Curriculum. The national curriculum for geography aims to ensure that all pupils:

- 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
- are 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 (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Intent

Our Geography curriculum aims to stimulate children's interest in the natural and human world around them. We want them to ask and answer questions about their environment and those further afield. Geography opens children's eyes to the fact that there is a world beyond their own villages and we want them to be curious about our world. It opens up possibilities for travel to the places that they have studied. We want children to look around them and wonder why things are the way they are, how the landscape is formed and how it has changed over time.

The study of geography involves pupils in exploring the relationship and interactions between people and the environments in which they live and upon which they depend. Many of the pupils who now attend our school will live to see the next century and inhabit a world of 11 billion people. The many opportunities and challenges that will arise during their lifetime 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 tsunamis and earthquakes, to understanding the causes and effects of population migration around the world our pupils will need to know about geography and to think like geographers. Geography helps to prepare them for life in the 21st century with all of its currently unknown possibilities. In terms of what we teach in geography and how we encourage and support our pupils 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 and what will be the costs and benefits of these changes when they happen?* In line with the statutory requirements of the school curriculum which must be balanced and broadly based, our school commits to ensuring that every pupil at every stage of learning has regular and appropriately challenging and engaging learning in Geography which is informed by the National Curriculum. In addition we will ensure that what our pupils learn in Geography and how they learn it not only inspires and stretches them intellectually but also contributes to their spiritual, moral, cultural and physical development and helps to prepare them for the opportunities, responsibilities and experiences of life in the 21st century.

Implementation

Geography is delivered as a discrete subject from Year 1 – 6. As we have some mixed classes, we have devised a two year rolling programme. Where two or more teachers plan together, this can help to reduce workload and also often lowers the cost of transport for historical visits for the pupils.

In Geography the pedagogy which underpins learning is a key question led enquiry approach, which encourages our pupils to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes. At Roseberry therefore, we seek to encourage pupils to learn their geography through question led enquiries about topics, places and themes which focuses on real people, places and geographical issues and allows them sufficient scope and time to really engage in high order subject skills such as developing explanations (even though there are very often no 'right' 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 hypothesising. Whilst knowing more subject information as the pupils 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.

The units of Geography are blocked into three week blocks and each department teaches one block per term. Each unit begins with an enquiry question linked to the National curriculum. Teachers plan the unit to address auxiliary questions for each lesson that will ultimately attempt to answer the overarching question. Teachers often plan a 'hook lesson' at the start of each unit to capture children's imagination and enthusiasm.

Our Geographical themes are a continuous thread that run through our curriculum. These are:

- settlement
- climate
- sustainability

These themes feature in units of work in every year group and teachers ensure that they build upon the work done in previous years.

Alongside our Geography curriculum we also teach 'Map Time' on a weekly basis. Each class has a UK and a world map. Using the Map Time progression document which is linked to the National Curriculum, children are regularly expected to name and locate places on the map. These places could be important to them, e.g. holiday destinations, or they can be of global importance through news or historical events.

We also make use of additional resources to supplement our own planning. This is often in the form of resources and articles from the Geographical Association and planning and resources from David Weatherly who is a Humanities consultant.

Our planning and resources are organised centrally on One Drive and these folders are added to continuously to support teachers if they change year groups and also to make resources available each time the unit is taught.

EYFS

Geography is taught throughout our Early Years department, starting in our Little Acorns Nursery for two year olds. There is a focus on children discussing their own locality and that of their school as part of the People and Communities section of Understanding the World. Through practical activities and story-telling, children become increasingly aware of geography in terms of things that are happening around them. This knowledge and understanding prepares them for the more focused geographical studies they will undertake in KS1.

Curriculum content

The National Curriculum programmes of study form the basis of our Geography curriculum at Roseberry. We ensure that we make local links that tie in with the statutory requirements, for example, through a fieldwork visit to Newcastle in KS1 and the study of local flooding issues in KS2.

Impact

At the end of each Geography unit, teachers consider how well the children have met each objective and to what extent they have been able to answer the initial overarching question and substantive and disciplinary knowledge they have gained along the way. Teachers will then decide if pupils are 'working towards,' 'expected' or 'greater depth' in those objectives. This information is stored centrally on OneDrive to enable access for school leaders and other teachers. The judgement is then used for end of year written reports to parents. Through regular information retrieval practice, we can see if children are able to retain, summarise and recall what they have been taught.

Marking, feedback and reporting

Roseberry Primary & Nursery School has developed an approach to feedback based on the question 'why are we giving this feedback?' Recent research on effective feedback has been taken into account as well as DfE toolkit advice on reducing workload and improving staff well-being.

Providing feedback should utilise our time and energy to make a greater impact on the lives of our children. The two main reasons for giving feedback are:

- **To motivate the child**
- **We can see an opportunity to move learning on by:**
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something
 - In Geography, where we give success criteria to the children, their main focus should be on subject specific knowledge and/or skills. Where appropriate, in subjects such as Science, History, Geography etc. teachers may comment on English generic success criteria e.g. capital letters and full stops. More detailed information about marking and feedback can be found in our 'Marking and Feedback Policy.'

Cross-curricular links

Our Brighter Futures Curriculum is based around our five curriculum foundations.

Making Memories	Environmental Awareness	Safety Net	World Around Us	World of Work	Healthy Me	Visits
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Where appropriate, teachers plan links to these foundations through their Geography teaching. 'Environmental Awareness' and the 'World Around Us' are embedded through units such as 'Which continents and oceans make up our world?' in KS1 and 'Should single used plastic be banned?' in KS2.

Other curriculum drivers like 'World of Work' may be done through asking questions about different jobs related to Geography when undertaking an educational visit or when a visitor comes into school, ensuring correct spelling and grammar is used in written Geography work.

History work is often linked to work done in Geography where teachers ensure that children understand how and why places have changed over time. This might be done by studying historic maps from Digimaps for Schools or talking to older members of the community about their memories of a place.

Geography Leader

The Geography Subject Lead has the responsibility to take a lead in developing Geography further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources. Teachers and educational support staff can expect informal support from the Geography Lead, support arising from the school improvement plan and identified in performance management and induction programmes. To develop staff confidence and competence in teaching Geography:

- the Geography Lead will attend subject professional development opportunities as they arise and in the context of the whole School Improvement Plan together with the Geography Subject Action Plan;
- whole-school training needs are identified as a result of the monitoring and evaluation programme;
- other training needs are identified through induction programmes and performance management review;
- the subject leader will arrange for relevant advice and information from professional development programmes including courses to be disseminated and, where appropriate, included in improvement planning;
- where necessary, the subject leader leads (or arranges) school-based subject improvement training for colleagues.

Monitoring and evaluation

To monitor and evaluate Geography, the subject leader:

- supports teachers via collaborative planning approaches, INSET, sharing good practice, providing feedback from courses and conferences.
- monitors the standard of children's work through looking at children's books, discussing their work with them and regular discussions with staff
- collects evidence of children's learning which is not evident in their books
- will encourage staff to provide effective learning opportunities for all pupils
- reviews resource provision

Equal opportunities

Each child in our school is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Health and safety

We enable all pupils to have access to the full range of activities involved in learning Geography. Where children are to participate in activities outside the classroom, teachers should be aware of health and safety issues. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils. Before undertaking a field trip, teachers are encouraged to visit the proposed

area of study and fill in a risk assessment form. Further information can be found in the Health and Safety Policy and Educational Visits Policy.