

# New Ash Green Primary School

## Geography Policy

June 2020

### **Introduction:**

Geography is a skills based curriculum area. Many of the skills contribute to and enrich other areas of the curriculum and which provides a means for exploring, appreciating and understanding the world in which we live.

The National Curriculum for Geography states that; '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.'

At New Ash Green Primary School we use the new National Curriculum for Geography (2013) as the basis of our Geography programme. The teaching of Geography is concerned with pupils learning about their own locality and becoming aware of and developing knowledge and understanding of the world beyond their own environment. We are committed to developing the children's key skills such as asking perceptive questions, thinking critically, geographical enquiry and being able to communicate in different ways.

The key strands of Geography are:

- Locational knowledge
- Place knowledge
- Human and physical Geography
- Geographical skills and fieldwork

### **Aims of the 2014 National Curriculum are for our pupils to:**

At New Ash Green our aims in our Geography teaching are:

- To enjoy Geography and develop a curiosity and fascination about the world in which we live.
- To understand the Geography of New Ash Green and surrounding areas and be able to identify the key human and physical features of these places.
- To develop knowledge about the United Kingdom and our own locality, extending to learning about the wider world including Europe and North and South America.
- To identify key physical and human characteristics of places including topographical features and how they may have changed over time.

- To be able to compare different places in the World through identifying key geographical similarities and differences.
- To develop key geographical skills and enquiry through the use of world maps, atlases, globes, compasses and grid references, including Ordnance survey maps.

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.
- 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.

## **Breadth of study**

### **Early Years**

Within the Early Years Foundation Stage, Geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

### **Key Stage 1**

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

### **Key Stage 2**

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, Geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized, including history, science and computing.

- **Long term planning**

Long term planning is based around the specific year group topics, which are lead and informed by the National Curriculum. These allow a progression of skills and knowledge through the year groups within New Ash Green. Where appropriate cross curricular links are made, which develop and support geographical knowledge using skills from different curriculum areas. See appendix 1 for the long term plan.

- **Medium term planning**

Termly medium term planning is informed by the knowledge planners in place for each topic area and the Progression of Key Skills. These cover the key aims of the National Curriculum developing locational knowledge, comparisons, understanding of human and physical Geography and geographical skills and fieldwork. They outline the key knowledge for each area, ensuring children have a balance of a skills and knowledge within each Geography topic.

- **Short term planning**

The medium term plans support the weekly and daily planning for Geography. Lessons are planned using a common planning format and are monitored at intervals by the Geography subject leader. The teachers ensure learning is accessible to all learners, whether through support in the lesson, by outcome or by task.

## **Parental Involvement**

We encourage parents to be involved by:

- Inviting them into school three times yearly to discuss the progress of their child.
- Inviting parents to come into school to look at their child's books twice a year.
- Providing parents with a termly newsletter which includes information about their child's learning across the curriculum, including Geography.
- Providing parents with a yearly report of their child's achievements.
- Providing termly homework activities linked to different areas of the curriculum.

## **Inclusion**

The teaching and planning of Geography is inclusive to all children, recognising that the child's ability in both Geography and the wider curriculum. Teachers ensure a variety of methods to support the needs of the children in their class, such as a range of recording methods, providing small group and 1:1 support. This also includes differentiation through task and outcome. This inclusive approach aims to build self-esteem and resilience in pupils. Where required children with SEND may have additional targeted support in class and teachers accommodate this when planning work.

Within the sequence of lessons teachers have a responsibility to not only provide differentiated activities to support children with SEND but also activities that provide sufficient challenge for children who are more able or gifted and talented. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

Pupils are provided with a variety of opportunities to develop and extend their Geographical skills, including:

- Group work
- Paired work particularly with their learning partner
- Whole class teaching
- Individual work

## **Assessment**

Assessment is an integral part of teaching and learning and is a continuous process.

### **Short term**

Teachers make ongoing assessments of children through;

- Regular marking of work
- Asking questions and listening to answers
- Facilitating and listening to discussions
- Making observations

These ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term planning evaluated in light of these assessments.

### **Medium term**

Termly assessments are carried out across the school focusing on the key skills for each topic. Each year group updates the Progression of Skills document for their class. This then informs future planning.

### **Long term**

At the end of term 6 the Progression of Skills document is reviewed for each class. Allowing an overview for teachers across the school to plan accordingly.

### **Resources and display**

- Each classroom to display work linked to their topic or wider curriculum links.
- Class sets of atlases available and an electronic version available for IWB.
- Subject leader to share resources and updates on Geography through staff PDMs.

### **Role of subject leader**

- To lead in the development of Geography throughout the school.
- To monitor the planning, teaching and learning of Geography throughout the school.
- To provide teachers with support in the teaching of Geography.
- To monitor and maintain high quality resources.
- To keep up to date with new developments in Geography.