



## Hetton Lyons Primary School

### Geography Policy

#### **Intent**

The Geography curriculum, at Hetton Lyons Primary School, is designed to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It is our aim to instil a love of geography in all our children.

Through the acquisition of geographical knowledge, we aim to equip pupils with a deep understanding of diverse places, people, resources, natural and human environments; as well as understanding key physical and human processes. By revisiting these areas of learning regularly, children will remember more, know more and understand more.

Our curriculum is sequenced to enable pupils to gradually widen their sense of scale from their immediate geography to the global. Within the Geography curriculum children develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.

As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want our children to gain confidence and have practical experiences of geographical knowledge. This will help develop an understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

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.

## **Our Geography principles.**

Our school's geography principles are based on consultation with staff and children. They are our vision for *Geography*. These principles are displayed in all classrooms when children are studying geography.

Good *Geography* is:

- Being curious about their own environment and the wider world.
- Finding out about geography through reading and research.
- Investigating and exploring outdoors using fieldwork skills.
- Using our maths skills to record and interpret geographical information.
- Asking and answering questions.
- Reflecting on our learning.
- Challenge and problem solving.

## **Implementation**

Teachers create a positive attitude to learning *Geography* within their classrooms and reinforce an expectation that all children are capable of achieving high standards in *Geography*. Our whole school approach to the teaching and learning of *Geography* involves the following:

- *Geography* at Hetton Lyons Primary School, is taught in blocks throughout the year, so that children can achieve depth in their learning.
- Provision for *Geography* activities is part of the overall topic planning completed for each class on a termly basis.
- We plan the topics in *Geography* so that they build upon prior learning.
- We fulfil the requirements of the National Curriculum for *Geography* by following a sequenced progression, which focusses on the key knowledge and skills of each blocked topic to ensure progression throughout each year group across the school.
- We use the National Curriculum (2014) scheme of work for *Geography* as the basis for our curriculum planning which we have adapted to encompass the local circumstances of our school.

- At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out.
- Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression, built into the scheme of work, we offer them an increasing challenge as they move up the school.
- Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.
- Although *Geography* is taught as a discrete subject, we also aim to ensure that it is integrated into other areas of the curriculum and the basic skills are taught throughout the year through cross-curricular work.
- Educational visits are used to support and enhance the unit of learning being taught.

### **Teaching and Learning**

- Fieldwork and first hand experiences are integral to good *Geography* teaching and we include as many opportunities as we can to involve children in practical geographical research, enquiry and skills development.
- Children carry out investigations into the local environment and we give them opportunities to observe and record information around the school site and beyond.
- Children learn graphic skills, including how to use, draw and interpret maps.
- We aim to enable children to know and understand environmental problems at a local, regional and global level;
- We aim to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.
- At our school, we teach *Geography* to all children, whatever their ability. *Geography* forms part of the school curriculum policy to provide a broad and balanced education to all children. We enable pupils to have access to the full range of activities involved in learning about *Geography*.

### **The importance of *Geography* in the curriculum**

Through the teaching and learning of *Geography* children will develop a growing curiosity and understanding of the natural world around them and wider world in which we inhabit. The importance of a robust *Geography* curriculum allows children to develop knowledge about

the world that will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We want our children to gain confidence and have practical experiences of geographical knowledge. This will help develop an understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time. 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.

### **Early Years Foundation Stage (EYFS)**

We teach Geography in the EYFS as an integral part of the topic work covered during the year, relating the geographical aspects of the children's work to the objectives set out in the Early Learning Goals. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

- *30-50 Months - Understanding the World - The World*
  - *To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.*
  - *To talk about some of the things they have observed, such as plants, animals, natural and found objects.*
  - *To talk about why things happen and how things work.*
  - *To develop an understanding of growth, decay and changes over time.*
  - *To show care and concern for living things and the environment.*
- *40-60 Months - Understanding the World - The World*
  - *To look closely at similarities, differences, patterns and change.*
- *ELG Understanding the World:*
  - *To know about similarities and differences in relation to places, objects, materials and living things.*
  - *They talk about the features of their own immediate environment and how environments might vary from one another.*

## Key Stage 1

At KS1 pupils are beginning to develop knowledge about the world, the United Kingdom and their locality. They are beginning to understand and use 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.

Pupils are taught the following areas from the National Curriculum (2014):

### Locational knowledge

- To name and locate the world's seven continents and five oceans.
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

### Place knowledge

- To understand geographical similarities and differences through studying the human and physical *Geography* of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical *Geography*.
- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Use basic geographical vocabulary to refer to:

- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork.
- To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

- To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- To use simple fieldwork and observational skills to study the *Geography* of their school and its grounds and the key human and physical features of its surrounding environment.

## **Key Stage 2**

At KS2 Pupils are extending their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They are developing their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils are taught the following areas from the National Curriculum (2014):

### Locational knowledge

- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

### Place knowledge

- To understand geographical similarities and differences through the study of human and physical Geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical Geography.
- To describe and understand key aspects of: physical Geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- To learn about human Geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

#### Geographical skills and fieldwork

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

#### Expectations

- By the end of Early Years Foundation Stage, the performance of most pupils should be working within the Early Learning Goals.
- By the end of KS1, the performance of most pupils should be Year 2 Expected level.
- By the end of KS2, the performance of most pupils should be Year 6 Expected level.

#### Metacognition

Learning is a change to long term memory and if nothing has been altered in long term memory, nothing has been learned. Throughout the unit of learning, each year group will be taught key vocabulary, skills and knowledge, which the children will use to demonstrate a clear and deep understanding of their learning. This will be revisited and recapped frequently in order for children to store this learning into their long term memory. At Hetton Lyons we believe metacognition is key to being a self-regulated learner, who is actively engaged in improving their practice.

## **How will we fulfil our aims?**

### **• 1. Curriculum Provision**

In the Early Years Foundation Stage, *Geography* activities are available through a specific topic focus. Observation of children's interests and activities also informs planning and provision for this area of learning.

In both KS1 and KS2 *Geography* is taught as a discrete block of work.

The school places a high emphasis on developing children's natural curiosity about their immediate environment and the wider world.

A great emphasis is placed on children having first hand and practical experiences, including the development of fieldwork and mapping skills.

### **2. Teaching and learning.**

Teachers use a clear and well-planned progression document that ensures children meet end of key stage expectations.

We use a variety of teaching and learning styles in our *Geography* lessons. We teach whole class lessons and we combine these with practical skills work and research activities.

We encourage children to ask as well as answer geographical questions. Wherever possible, we involve the children in 'real' geographical activities.

Within geography, curriculum learning will seek to take account of the children's aspirations, careers and future opportunities. Through curiosity and a fascination of the world around them, we aim to inspire pupils to develop skills that could link to a wide range of career paths.

Lessons make effective links with other curriculum areas, especially Literacy, Maths and ICT.

We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by



- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of varying difficulty, enabling all children to work to their full potential;
- providing a range of challenges using different resources;
- using teaching assistants to support the work of individual children or groups of children.

A variety of strategies, including questioning, discussion, concept mapping and marking, are used to assess progress and the knowledge gained by the children. The information is used to identify any gaps in knowledge and what is taught next.

### **3. The Learning Environment**

Every classroom has a 'topic' Working Wall'. This display includes key vocabulary for the current unit of learning being taught. Classrooms may also have other displays which portray the learning of a unit of work, with links to other subjects.

### **4. Inclusion and Equal Opportunities**

Planning at all levels ensures that account is taken of race, gender and special needs e.g. resources, both human and physical, and a range of teaching methods are deployed to promote inclusion for those children with ESBD, physical and sensory disabilities, language and communication difficulties or learning and cognition difficulties.

Geography is taught within the guidelines of the school's equal-opportunities policy. We ensure that all our children have the opportunity to gain Geography knowledge and understanding regardless of gender, race, class, physical or intellectual ability.

Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.

Our resources, both human and physical, and a range of teaching methods are deployed to promote inclusion for those children with ESBD, physical and sensory disabilities, language and communication difficulties or learning and cognition difficulties.

We recognise that Geography may strongly engage our greater depth children, and we aim to challenge and extend them.

### **5. Assessment**

The school recognises the importance of assessment of and for learning, so that staff and pupils are aware of next steps and ways to improve. Children are encouraged to use peer and self- assessment.

In the Early Years Foundation Stage, assessment is on-going, observations inform next steps planning. Progress over the year is recorded using the Development Matters age bands. Evidence is collected throughout the Foundation Stage. This may include photographs, observation or a work sample. Evidence of attainment is included on the children's online learning journals (Tapestry). Some evidence will also be found in floor books when it links with other areas of the early Learning Goals.

At KS1 & KS2, pupils' knowledge and understanding are assessed before each unit of work by questioning their knowledge of previous units of learning, discussion, observation, completion of concept maps, mind-mapping etc.

Teachers assess children's work in Geography by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the year group expectations from the national curriculum. This allows teachers to make termly assessments of attainment and progress for each child.

At the end of each key stage, the children's learning is assessed against the age-related expectation bands that are based on the 2014 National Curriculum statements for Geography. We use summative assessment to determine children's understanding and inform teachers planning. This is reviewed on a termly basis by the teachers and subject leader, who also carries out regular learning walks, book scrutinies and lesson observations.

Geography assessments and progress are discussed in all Pupil Progress Reviews.

## **6. Resources**

Geography resources are in a shared area, and are accessed easily by all members of staff. They are sorted into topic boxes and are clearly labelled. Resources are continuously renewed and updated.

## **7. Safeguarding and Health and Safety**

Safe practice must be promoted at all times. Teachers must take into account any health and safety and child protection issues, particular attention must be given to avoiding the use of anything which aggravates individual pupils' allergies. Risk assessments are

carried out to ensure safety issues have been identified and that specific attention is made when activities are unusual and beyond the scope of normal safety practice.

## **8. Cross Curricular Links**

**Literacy:** In particular, at KS1, the pupils are encouraged to use their speaking and listening skills to describe what they have learned or observed. This helps them to develop their language skills. With support, they record their learning in different ways. This could be included in Extended Writing. In Literacy, teachers use a variety of fiction and non-fiction books to teach reading skills that where possible are linked to the topic children are learning in Science, History and Geography.

At KS2, the pupils are encouraged to develop their skills of writing to record their planning, what they observe and what they find out. In Geography, they should be applying their literacy skills at levels similar to those which they are using in their English work. Children research using non-fiction books as well as information gathered on the internet. Teachers also teach reading using a variety of fiction and non-fiction book linked to the topic.

**Maths:** At both key stages the pupils are expected to use their knowledge and understanding of measurement and data handling at appropriate levels. In Geography, they should be applying their Maths skills similar to those which they are using in their maths work. Maths vocabulary will be promoted within the Geography curriculum.

**Information and Communications Technology:** At both key stages pupils' use a digital/computer mapping programme (DIGIMAPS) to locate local areas as well as other countries and describe features studied. ICT skills are used to locate and research information; record findings (using text, data and tables); log changes to the environment over time using sensing equipment; gain confidence in the use of digital cameras and computers.

Children and staff access a variety of activities and resources using the IWB (Interactive Whiteboard).

## **9. Trips and Visitors**

The school recognises the importance of curriculum enrichment which can be provided by visitors to the school as well as trips outside of school (e.g Geocaching). These first hand experiences are vital to early development. Children thrive on the exploration and discovery that shapes their knowledge and understanding of the world around them.

## 10. How is Geography monitored and evaluated?

The subject leader will coordinate the implementation of the school Geography plan and monitor progress against the targets identified in the Geography action plan. Books are scrutinised by the subject leader on a regular basis. Pupil performance data is reviewed termly by Geography Subject leaders and the Senior Leadership Team. Planning is monitored to ensure it follows the statutory requirements of the National Curriculum and that it takes account of the range of pupils at our school and is appropriate to our needs. Evidence and quality of wall displays and pupil, voice will also provide valuable information about Geography being undertaken.

### **Impact**

The successful approach at Hetton Lyons results in a fun, engaging, high-quality Geography education, that provides children with the foundations for understanding the world. The whole school approach also ensures:

- Children achieve their end of year and key stage expectations.
- Children have gained relevant key facts, skills and knowledge specific to the primary Geography curriculum.
- Children can question ideas and reflect on knowledge.
- Children will be able to learn about possible careers in the field of Geography.
- Children share their voice often and it is used to develop the Geography curriculum further.

Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education.

They will develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development is embedded.

Outcomes in topic and literacy books, evidence a broad and balanced Geography curriculum and demonstrate children's acquisition of identified key geographical knowledge.

The Geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The Geography subject leader is 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.

We aim to obtain pupil's viewpoints through pupil voice questionnaires and more discrete questioning by the teachers, this plays a significant role in helping us to find out how children feel about the subject and in us hoping to develop a love of *Geography* within our children.

### **Policy Review**

This policy will be reviewed by the governing body as part of its regular review of policies or when there is a change in assessment or curriculum.

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