

Introduction

At Eastwood Village Primary School we welcome children from all different backgrounds and are actively trying to create a community for all to learn and access equal opportunities. Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. It helps children to gain a greater understanding of the ways of life and cultures of people in other places. It enables children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment. Children study their local area and contrasting places in the United Kingdom and other parts of the world.

Aims and Objectives

Through our teaching of geography we aim to:

- Develop children's geographical understanding and competence in specific geographical skills;
- Help children acquire and develop the skills and confidence to undertake, investigation, problem solving and decision making;
- Stimulate the children's interest in and curiosity about their surroundings;
- Create and foster a sense of wonder about the world;
- Inspire a sense of responsibility for the environments and people of the world we live in;
- Increase the children's knowledge and awareness of our changing world, so that they will want to look after the Earth and its resources and think about how it can be improved and sustained;
- Begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion;
- Develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

Teaching and Learning Style

Geography should be taught in themes on alternate half terms. The teaching of Geography is linked with other National Curriculum subjects thus allowing a cross-curricular approach that combines complimentary knowledge and skills. It should possess tangible and evident cross-curricular links to other subjects. The theme 'Rivers' for example, lends itself to work on the water cycle in the Science curriculum, writing river poems in Literacy, exploring river movements in Dance lessons etc.

Classroom organisation will depend on the needs and abilities of the pupils and also on the aims of the lesson. The teaching of geography reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. Progression and continuity should be sustained by regular consolidation of previously taught skills and knowledge. The organisation of content in the scheme of work will allow all pupils to build on previous experiences to ensure that progression in knowledge and skills can be achieved throughout the school. The acquisition of new skills will then be a smoother process.

Planning

LTP

Geography skills should be planned for in to three half termly themes and divided across individual year groups to ensure a progression of skills is taught. This will also allow sufficient time is given to master key skills. Each year group will build upon key skills taught in previous years ensuring all children and young people

MTP

Geography should be planned as a *blocked units of work* over a three week period in a half term allowing children to explore key geographical concepts. *Time allocated may vary from week to week and term to term.* When planning geography lessons or units of work, it is suggested (Geographical association) that teachers consider three key components:

- **'Space'** - *the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.*
- **'Place'** - *a construct that is defined in terms of what it is like, what happens there and how and why it is changing. (This adds depth and support a deeper understanding of people, places and environments)*
- **'Scale'** - *the 'zoom lens' that enables us to view places from global to local levels*

Each sequence will include a variety of stimuli to be explored and displayed around the classroom and where possible include fieldwork and map skills around the local area. This will provide every child and young person with the opportunity to be inspired by geography and achieve success in all areas of learning whether mental, social or emotional. Evaluation is to be carried out both individually and across peers to encourage children to work independently and in teams, to share experiences and present their findings to others.

Resources

Resources form an important part of curriculum delivery. Access to resources is sometimes a determining factor in classroom organisation. As part of their geographical work, all pupils have opportunities to use ICT and a variety of data, such as maps, statistics and graphs where this serves to enhance their learning.

Geography resources are provided in class sets and are stored in the Humanities Cupboard on the second floor so that all staff has access to them. Staff are also registered and able to receive topic boxes from the local schools library service to access extra books and resources each half term.

Assessment and Marking

The children's work will be differentiated by ability or by outcome and will be assessed by making informal judgments as we observe the children during lessons. Teachers should collect evidence of individual, group or class work for assessment purposes, chosen from the following formats:

- Pupils' annotated sketches / plans / drawings/maps/diagrams
- Photos of pupils 'at work' or taking part in field work
- Photos of part or completely finished work (products)

- Children's own written / verbal evaluations or descriptions of their tasks / activities
- Appraisal / evaluation of a skill practised/achieved

Peer and self-assessment will be strongly encouraged. Both are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, oral feedback from teachers and Support Staff. The aim is to involve children in the analysis and constructive criticism of their own and others work. Children will take an active role in their learning by evaluating their work and creating their own next steps for learning, using the lessons success criteria provided by the teacher. It is important that when this is done children are given the opportunity to amend/reproduce their work with the intent to improve.

Only where appropriate, children should be provided with written feedback from the teacher which allows them to focus on the next steps in their learning.

SEND and EAL

Geography will be taught in accordance with the schools policies. Pupils with Special Educational Needs receive support from their class teacher to undertake appropriate tasks / projects matched to their needs and ability. Everything should be done to avoid highlighting the disabilities of a particular child. Support may be especially necessary during field study activities. All pupils will generally work in mixed ability groups, with individuals making a valued contribution to the overall process. This promotes self-reliance, self-esteem and a collaborative attitude.

Equal Opportunities

The Geography policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the curriculum and participates fully in all Geography lessons. We recognise the fact that there are children of widely different abilities and backgrounds in classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Monitoring and Evaluating

Monitoring and evaluation is carried out on a number of levels to enhance the teaching and learning of Geography in our school.

- Class teacher and TAs
- Head teacher
- External inspectors
- Geography co-ordinator and Subject Leaders
- Governors

Monitoring may be through a range of methods including,

- Assessment of pupils' work and achievement
- Work analysis
- Planning analysis
- Learning walks
- Peer review

- Staff discussion and feedback

The Role of the Hub Geography Co-ordinator is:

- To undertake monitoring of standards in geography and use this to inform the geography action plan.
- Provide leadership and management of their subject to secure high quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff.
- Take a lead in policy development and review
- To liaise with outside agencies and attend subject specific courses.
- To report to the Subject Leaders on geography-related issues.
- To plan and organise the allocation and purchase of resources in accordance with available budget.

Adopted July 2019

Reviewed May 2021

Appendices

Appendix 1 – Examples of updated displays



Examples of how would should be presented:



Examples of how displays can be enhanced:

