

Molescroft Primary School

Geography Policy



Written September 2010 (Trevor Lilly);
Revised October 2013 (Michael Loncaster);
Revised June 2016 (Libby Johns and Jonathon Williams);
Revised March 2019 (Jonathon Williams).

1. INTRODUCTION

The structure of the implementation of the policy and development of a long-term plan is the result of discussion with the full teaching staff and the Geography coordinator.

The governing body are ultimately responsible in overseeing that this policy is being effectively implemented. Their agents at school are the head teacher and Geography coordinator. All staff will be involved in the implementation of this policy.

2. PHILOSOPHY

Geography should:

- Stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface;
- Foster children's curiosity and fascination about the beauty of the world around them;
- Help children to develop an informed concern about the quality of the environment and the future of the human habitat;
- Enhance children's sense of responsibility for the care of the Earth and its people.
- Develop an understanding of human and physical processes.

3. EXPECTATIONS

At Molescroft Primary School, our intention is to provide quality teaching and learning of geography to promote:

- The development of knowledge, skills and understanding relating to people, places and environments at different scales, in the United Kingdom and overseas, and an appreciation of how places relate to each other and the wider world;

- Awareness of the wider world and a sense of place within it;
- A desire to investigate and learn about the physical and human features of the learner's own environment and appreciate how their locality is similar to and different from other places around the world;
- The development and use of geographical enquiry and reporting skills, including questioning, ICT skills, fieldwork skills, geographical terms, making and using maps, and using photographs: understanding and use of subject - specific vocabulary.
- Respect for the environment and evaluation of human impact upon it.

4. TEACHING AND LEARNING STYLES

It is our intention at Molescroft Primary School to enable the children to think as geographers with the emphasis on examining artefacts and primary sources. We facilitate direct interaction with other cultures during the annual International Fortnight held at Molescroft. In this way, learners have focused on Europe, Spain, USA, India, China, Arabic countries, Southern Africa, Mexico, Australia and the United Kingdom. The investigation of a different culture through images, music and relevant texts allows the children to be fully immersed within the culture, providing a more valuable experience than studying geography books. We also recognise and value the importance of stories in geography teaching and we regard this as an important way of stimulating interest in the world and its people. We focus on helping the children to ask searching questions about the information they are given in order to understand the world.

We understand that children learn in a variety of ways, so teachers employ a range of teaching strategies appropriate to geography. These include:

- Accelerated learning - addressing visual, auditory and kinaesthetic learning styles;
- Open-ended tasks which can have a variety of responses;
- Providing resources of different complexity depending on the ability of the child;
- Using classroom assistants to engage and support children individually or in groups.

5. MAKING GEOGRAPHY RELEVANT

At Molescroft Primary School, we ensure that geography learning embraces changes in the physical and social aspects of the world. Inequality is not overlooked but is addressed openly and without stereotyping. Our aim is to empathise with people in all cultures.

6. MASTERY IN GEOGRAPHY

A high-quality mastery 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.

- What does Coherence mean in the subject?
 - The process of lesson design is consistent across the school.
 - Each unit should be taught in a manner which is immediately understandable to the pupils.
 - On starting a unit there should be a reminder of the lessons learned in previous units and previous skills.
- What does Variation mean in the subject?
 - The key variation is in the role that pupils take within the unit of work. This should include opportunities to investigate, independently research and explore.
 - Children should experience working alone at times within the unit as well as part of a team.
 - The other key variation is the opportunity to use a wide range of resources from numerous sources. For example: digital mapping, OS maps, road maps, satellite imaging.
- What does Structure mean in the subject?
 - Unit plans should always be taught to ensure that each of the key aspects is taught to enhance pupils' awareness of the world, the United Kingdom and their locality. The key aspects are:
 - Locational Knowledge
 - Place Knowledge
 - Human & Physical Geography
 - Geographical Skills & Fieldwork
- What does fluency mean in the subject?

- Pupils are expected to verbalise their reasoning and understanding with open ended questions at regular intervals.
- Pupils should expect to be challenged by critical questions.
- What does “making connections / logical reasoning” mean in the subject?
 - On the commencement of each unit there is reference to the previous geographical skills, and or resources that were used and what was learnt from them.
 - The context of the work is made explicitly clear in that all children understand how the work fits into an ever-growing global picture.

7. PLANNING

At the beginning of September 2015 we started using the schools own planning for geography based on the National Curriculum’s requirement. We plan to build on pupils’ existing knowledge and do not waste time teaching what is already known and understood. In keeping with other foundation subjects, geography units of study start with a mind map, which gathers pupil knowledge and allows them to highlight areas of learning they want to address. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure they are increasingly challenged.

Planning must address the relevant subject content by Key Stage as featured in the new curriculum 2015.

Long term planning maps the geography units studied in each term in each year group.

This time is then distributed across the opportunities for learning relevant to the particular geography units, in keeping with the cross curricular approach. Within the term the teachers decide how best to apportion the time allocation. Often the work is taught as a block of lessons.

The National Curriculum provides good guidance for each unit of work for each year group. In key stage two the medium term planning follows a two year cycle as years 3 and 4, and years 5 and 6 carry out their geographical study together.

Class teachers write a short-term plan for each lesson using the accelerated learning format. The plans clearly state the objectives for the lesson.

Educational visits are used within units of work wherever possible to enhance the children’s learning opportunities.

8. GEOGRAPHY IN THE FOUNDATION STAGE

Geography in the foundation stage is taught under the umbrella of 'Understanding of the World'. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The children work towards achieving the following relevant Early Learning Goals:

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

9. CROSS CURRICULAR OPPORTUNITIES

In both key stages, the positioning of the geography units is designed to complement the focus link for that term.

Geography contributes significantly to the teaching of other subject areas:

- Literacy - geography actively promotes the skills of reading, writing, speaking and listening. Some of the texts used within literacy are geographical in nature.
- ICT - children use ICT in geography to enhance their skills in data handling, presenting work and researching information using the internet.
- Dance - children develop the knowledge of and learn dances relevant to other cultures.
- Art - children use their knowledge of places they have studied to complete art units e.g. coasts, rivers, caves, Kenya and focus countries in International Week.
- Music - children compose and/or perform musical pieces relevant to countries, cultures and aspects of physical geography they have studied.
- Modern Foreign Languages - geography is inextricably linked to the study of languages.

Geography also enhances other areas such as Science, Design and Technology and History through the positioning of the unit in the focus link.

10. ASSESSMENT, RECORDING AND REPORTING

Assessment is carried out in line with the schools Assessment Policy, and is based on the principles of Assessment for Learning using the schools assessment programme FLiC. Assessment can take place at all

appropriate stages of a lesson, but particularly within the plenary focussing on the relevant strand to that lesson:

- Enquiry and Skills
- Specialist Knowledge
- Knowledge and Understanding
- Interpretation
- Organisation and Communication

Pupils are required to justify orally why they believe they have attained a particular level and not another. They are also encouraged to evaluate the work of others through the same system

We have developed the annual report to incorporate the on-going assessments of pupil performance in units of work covered. These report formats are prepared in advance in accordance with the Long Term Plan. For each unit pupils are assessed to have met the expected targets, exceeded them or not met them. This performance is measured against age related expectations using the schools FLiC assessment programme.

11. EQUAL OPPORTUNITIES

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability or race have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

12. ROLE OF THE COORDINATOR

The geography subject leader is responsible for:

- Ensuring progression and continuity across the key stage through the development of the long term plan.
- Supporting colleagues in the implementation of the short term planning and provide support within each unit of work.
- Monitoring progress and standards within the subject.

- Keeping up-to-date with developments in geography and disseminating information to the rest of the teaching staff.