



GEOGRAPHY POLICY

Aims

At Great Binfields Primary, we aim to inspire our children to explore, appreciate and foster a curiosity and fascination about the ever-changing world in which we live. Our Geography curriculum places a strong emphasis on providing children with real-life experiences and the opportunity to work as geographers. Children are presented with opportunities to investigate, research and explore in order to develop their own geographical understanding of the world around them, thereby fostering an interest in the diverse planet on which we live.

We want our children to be motivated and engaged in Geography, by taking risks, and being both resilient and reflective in their learning. We aim to raise our children's awareness of topical geographical issues, for example, the importance of sustainability and human impact upon the wider world. As we explore the relationship between the Earth and its people, we aim to instill a respectful curiosity of diversity and to celebrate difference.

Geography allows children to investigate cause, effect and consequences in their own local area, in their wider community, in the United Kingdom and across other parts of the world. They look at Geography from political, economic, social and religious perspectives and develop the ability to understand this in relation to the wider world.

Geography is a foundation subject within the National Curriculum and has a relevance to the present and future development of all children in relation to spiritual, moral, cultural and social education. This policy sets out the framework for our Geography curriculum, providing clarity on how it is informed, organized and delivered.

Purpose:

- To ensure that teachers meet their statutory obligations with regards to the teaching of Geography.
- To promote a high standard of excellence and consistency of approach amongst all staff.
- To ensure procedures for planning and assessment enable a broad and balanced curriculum that has continuity and progression.
- To ensure that the Geography curriculum is relevant to all children, regardless of social background, culture, race, creed, gender and differences in ability, and that it addresses equal opportunities.
- To foster a positive attitude to Geography, with pupils considering the subject to be an interesting and exciting part of the curriculum.
- To instill a curiosity and appreciation for the world, diversity, cultures and economies and how these have changed over time.
- To develop the range of skills required to conduct field work investigations and interpret data to develop knowledge and understanding of Geography, both locally and in the context of the wider world.
- To emphasise the process of enquiry by developing the skills required to ask meaningful questions, analyse data and information, form conclusions and evaluate reliability of data.
- To help children understand the complexity and diversity of societies and their place within it, so that they develop a sense of their cultural heritage.
- To encourage an active, enquiry-based and imaginative approach to Geography which enables children to explore, hypothesise, reflect and enjoy what they do.

Teaching and Learning

At Great Binfields Primary School, Geography is taught from EYFS to Year 6 and is enhanced through cross-curricular links with other curriculum areas. In EYFS, Geography is taught as an integral part of the topic work covered during the year and makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world. In KS1 and KS2, planning is informed by 2014 National Curriculum, and is supported by the framework/guidance provided by the Hampshire Advisory Service for Geography.

Planning includes the four elements of the Geography curriculum:

- Locational knowledge
- Place knowledge
- Human and Physical geography
- Geographical skills and fieldwork

Children will apply these skills in a range of different contexts and, over time, develop a more sophisticated and in-depth understanding of each of the four strands.

Learning is mainly structured in mixed-ability groups within a class to allow for rich and diverse discussion and engagement. This learning includes a range of tasks including independent, partner and group activities. Tasks are differentiated so that all children can achieve the same learning outcome. Teachers use a variety of interactive teaching methods to deliver the curriculum and children have access to a range of resources to further support their geographical learning, including atlases and maps, online maps, research, data, pictures and photographs. The children's learning is enhanced through school visits to the local area and other places of geographical interest. Opportunities are offered for children to develop their geographic knowledge and skills through use of varied teaching strategies, creative, imaginative and cross-curricular activities, as well as stretching and challenging the children's learning.

This is achieved through a variety of approaches, including:

- Appropriate adult support and scaffolding where required.
- The opportunity to explore a range of concrete, pictorial and abstract resources, including maps, data and other geographical sources.
- Varied and diverse learning opportunities including but not limited to: geographical visits, planned fieldwork, data analysis, presentation, debate and research.
- Open-ended tasks, which facilitate a range of different appropriate responses.
- Access to computing equipment and audio recording tools to document understanding verbally, through presentation and facilitate depth of research.

Key features of Geography lessons include:

- Lessons have clear learning intentions and outcomes.
- Appropriate pace of learning is in place and high expectations of all children maintained.
- Account is taken of pupils' prior learning and links are explicitly made between prior learning and new knowledge to create lasting links.
- High standards of presentation are expected in all lessons.
- Pupils are given the opportunity to plan, predict, investigate and evaluate fieldwork in every geographical unit.
- Good use is made of a wide range of resources.
- Technology is used to enhance learning and teaching experiences.
- Pupils are aware of the importance of geographical learning in everyday life and make relevant links.
- Pupils are encouraged to take and share responsibility for their own learning.

Planning, continuity and progression:

All Geography units of study follow the 2014 National Curriculum programme of study. These units are combined with the Great Binfields Geography progression of skills and knowledge overviews, which have been created for each year group. These documents outline the key skills required and how these are built on each year. The skills continuum for each year group provides a clear overview for planning, teaching and learning. It is an important aid to evaluate skills covered, and ensure that there is continuity and progression.

Year 1	Me and My World – <i>What is special about Great Binfields Primary School? (UK and capital cities/ school environment)</i> Chineham – <i>What do we find interesting about Chineham? (Continents and oceans/ human and physical features of the local area)</i> Hot and cold areas of the world – <i>Where in the world is hot? Where in the world is cold? (Comparison between hot and cold places)</i>
Year 2	A Walk in London – <i>Where is London and why is it special? (UK capital city study)</i> Journeys – <i>How does the weather change? (Weather patterns)</i> Hike – <i>What geographical features can we find during a hike and why are they special?(Comparative Non- European study)</i>
Year 3	Local area study – <i>How has our local area changed? (School environment)</i> Scrumdiddlyumptious – <i>How does chocolate travel across the world? (Economic development and change)</i> Our World – <i>Which biome would be the easiest to live in? (Biomes and climate zones)</i>
Year 4	Northern Lights – <i>Is Bergen a world away from Basingstoke? (Comparative European study)</i> A UK Travel Adventure – <i>What is the most spectacular route to travel in the UK? (Places in the UK)</i> Happening Hampshire – <i>Where would I like to visit in Hampshire? (Local area study)</i>
Year 5	Extreme Earth – <i>Do mountains move? (Mountains and earthquakes)</i> Rivers of the World – <i>How does the River Nile impact the world? (World rivers and time zones)</i> Once upon a Raindrop – <i>How are rivers different to the River Thames? (Local river study and water cycle)</i>
Year 6	Violent Volcanoes – <i>Are all volcanoes the same? (Volcanoes in Indonesia)</i> Copacabana – <i>Is Copacabana a world away from our local area? (Comparative South America study, with links to the rainforest)</i> Green Planet – <i>Is every country equal? (Distribution of natural resources around the world)</i>

Children will be expected to use appropriate and varied geographical vocabulary:

- Materials and equipment required for the delivery of the Geography curriculum will be available in a central thematic cupboard (KS2 area of school)
- The skills for fieldwork e.g. observing, planning, predicting, analysis data etc. need to be explicitly taught.
- Teaching should make use of direct first-hand experience whenever possible.
- There should be opportunities for cross curricular links planned throughout the year.

Assessment and recording

Geography is assessed both formatively and summatively against the outcomes specified within the progression of knowledge and skills documents, and alongside the National Curriculum. Formative assessment occurs within every lesson and is used to inform ongoing planning and teaching. Summative assessment is conducted at the end of each unit of work through the use of our enquiry outcome. Attainment in Geography is reported to parents at the end of the year as part of the child's annual written report.

Geography assessment is conducted in line with the school's assessment policy and will include:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Ongoing formative and summative assessment, using the progression of knowledge and skills documents and alongside the National Curriculum objectives.
- Sonar will be used to document the children's attainment against all objectives and data will be monitored and tracked to ensure progression.

Inclusion

Inclusion at Great Binfields Primary School aims to provide the opportunity for all pupils to achieve, including boys and girls, pupils with SEN, pupils with disabilities, Pupil Premium children, and higher attainers from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds. We carefully plan, monitor and assess to ensure all of our pupils feel valued. Learning is challenging yet achievable by all children and differentiation is achieved by both scaffolding within lessons, tasks design and outcome. We aim to teach children to uphold, where applicable, British Values and a mutual respect and tolerance of those with different cultures, faiths and beliefs.

Roles and responsibilities of the subject leader:

Alongside the senior leadership team, the roles of the subject leader are:

- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor books in each year group and ensure that key knowledge/skills are evidenced in outcomes and throughout the journey of the enquiry.
- Book moderation and monitoring of unit outcomes to evaluate the range of work and to ensure that tasks are meeting the needs of all learners.
- To monitor planning and oversee the teaching of Geography.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the Geography curriculum has a positive effect on all pupils, including those who are disadvantaged.
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Providing or organising training to keep staff skills and knowledge up to date.

Class Teachers

Even though whole school co-ordination and support is essential to the development of geographical skills and understanding, it remains the responsibility of each teacher to plan and teach appropriate and engaging geography lessons and activities, as well as aiding the Geography Subject Leader in the ongoing monitoring and recording of pupil progress and attainment in Geography.

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