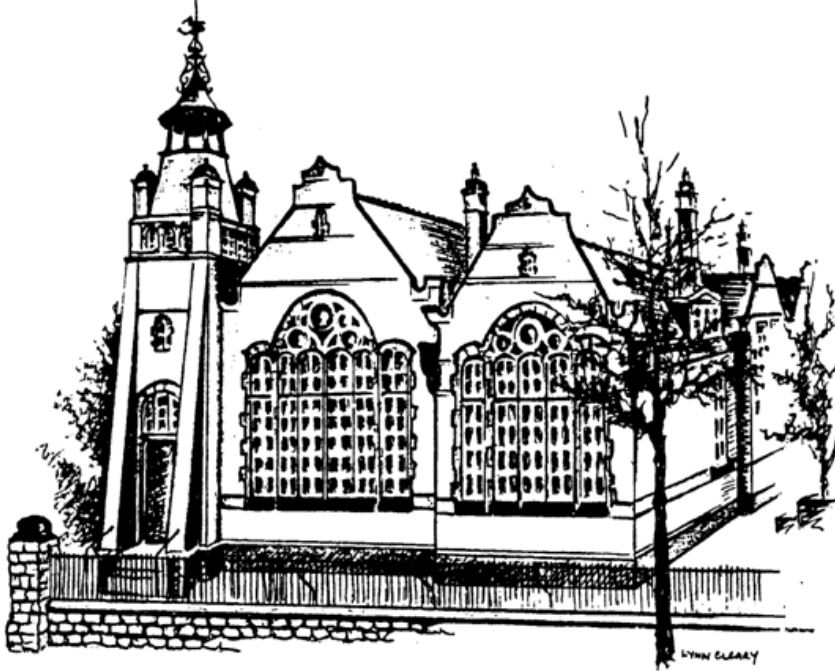


Lady Bay Primary School



Geography Policy

Reviewed By: Louise Williams (Subject leader)

Approved By: Steve Border

The 'Lady Bay Way' in Geography

Geography at Lady Bay aims to inspire children's excitement about their local community and the world further away so that they will leave our school with an enjoyment for the subject and the knowledge and skills to continue developing their understanding. To achieve this, we follow a series of stages:

Planning

Each year group is taught two or three geography topics from the National Curriculum Geography Programme of study during the year. Teachers use the Lady Bay Progression in Geography to ensure that specific geography knowledge and skills are taught progressively by age. Medium Term Planning and Knowledge Organisers outline the skills and knowledge to be taught and the 'sticky knowledge' that should be retained by all children.



Teaching

In geography lessons, historical knowledge and skills are taught through the Rosenshine principles. Each lesson begins with a 'big question' and new knowledge or skill is presented in small steps using a range of approaches: enquiry, questioning, examples/models, group and guided work, independent learning and scaffolding for those needing support. 'Sticky knowledge' is revisited at the beginning of lessons and throughout the geography topic.



Assessment

The assessing of knowledge and skills is on going in a lesson through the revisiting of 'sitcky knowledge' and questioning. At the end of a piece of work, teachers highlight the 'big question' either orange (did not meet the objective), green (met the objective) or orange (exceeded the objective) to aid overall assessment. At the end of a topic, children complete a mini-assessment focused on the 'sticky knowledge' taught. This is completed in books. Teachers make a final assessment judgement and record this on Sonar Tracker.

Floor books help to provide and ongoing record of work and assessment in EYFS for each child against the early learning goals.

Curriculum Aims and Intent for Geography

Aims

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment.

Whilst geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities.

Through the teaching of geography, **Lady Bay Primary School** aims to:

- Increase pupils' awareness, knowledge and understanding of other cultures.
- Develop pupils' graphic skills, including how to use, draw and interpret maps.
- Make pupils aware of environmental problems at a local, regional and global level.
- Encourage pupils to commit to sustainable development.
- Develop a variety of skills, including those in relation to problem-solving, ICT and presenting conclusions in the most appropriate way.

Intent

Through our Geography Curriculum, we intend to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments. As pupils progress in their knowledge about the world, we will encourage them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

The school's curriculum aims to develop children's understanding of their responsibilities as 'global' citizens. The Geography Curriculum allows opportunities for children to consider how humans' actions can have a positive or negative effect on other people's lives and/or the environment around them.

Implementation of Teaching and Learning of Geography

Time Allocation

In line with the new curriculum at Lady Bay Primary School, the coverage of Geography will look like this in each Key Stage.

Every KS2 child will get:

- 152 hours topic (Art, History, Geography, D and T) (4 topic sessions per week)

Every KS1 child will get:

- 95 hours topic (Art, History, Geography, D and T) (3 topic sessions per week)→ Year 2
- 19 hours geography (1 hour per week for 3 half terms)→ Year 1

Every child in EYFS will get:

- This will be through their continuous provision which is not quantified but happens on a weekly basis in their setting and discussions.

Teaching, learning and resources

- Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
- Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.
- Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:

Questioning, predicting and interpreting

Pattern seeking

Practical experiences

Collaborative work

Role-play and discussions

Problem-solving activities

Classifying and grouping

Researching using secondary sources

- Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos.
- The **classroom teacher**, in collaboration with the **geography coordinator**, will ensure that the needs of all pupils are met by:
 - Setting tasks which can have a variety of responses.
 - Providing resources of differing complexity according to the ability of pupils.
 - Setting tasks of varying difficulty depending on the ability group.
 - Utilising teaching assistants to ensure that pupils are effectively supported.
- Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.
- Each year group may be given the opportunity to undertake an external educational visit, which is linked to the geography curriculum.

Resources

The subject coordinator will liaise with class teachers to ensure that they have the resources necessary for the coverage of Geography in each year group. There is budget allocated that will be spent on specific things required by year groups or to update existing resources. Whole school resources such as atlases, are kept in a central area. These resources can be accessed when needed.

Planning and coverage

There are Medium Term plans for each Year group, for each term. These have been created in line with the new curriculum at Lady Bay, which aims for a more creative and broad approach to the curriculum. There is an expectation that each Year group will teach Geography for 3 half term throughout the year. This will be in with the Long term plan of each Year group and will not necessarily start in Autumn term.

Planning is the responsibility of individual teachers and should be used to:

- Set clear objectives.
- Where applicable, ensure work is matched to pupil's abilities.
- Ensure progression, continuity and subject coverage throughout the school.
- Ensure that each class in a Year Group has a similar coverage of objectives and outcome of work, which will be evident in children's' books.

The planning will be checked by the subject leader on a regular basis throughout the school year.

Please refer to Appendix A for the National Curriculum objectives and Appendix B for Cross Curricular Links.

Assessment and reporting

Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. There will also be a planned End of Unit Quiz that each year group will carry out with pupils. This shall be stuck in books and shall assess any 'sticky knowledge' that the children have after a Geography unit has been taught.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work.

An assessed level from End of Unit Quiz that shall be on Sonar.

Attainment in Geography and skills and knowledge covered, will be reported to parents at Parents' Evenings and through an End of Year written report.

Evaluation

The subject leader will monitor planning in the subject and ensure that key skills and knowledge are progressively covered through the school and that there is no repetition of skills across Year groups.

A work scrutiny will be carried out during the school year to ensure coverage of key skills and knowledge and to check that high standards in the teaching and learning of Geography are maintained. Class teachers will be asked to give samples of work, of different levels, for the coordinator to photocopy and photograph for reference. This will be done after the first half term of the Spring Term and at the end of the school year in the Summer Term.

An impact report will be given to the Headteacher termly and individual teachers will receive feedback to help improve teaching and learning in Geography.

Developments in the subject will be assessed termly against objectives on the subject Action Plan.

Subject coordinator shall also keep record of Sonar data that shall be provided by Assessment coordinator after class teachers have put this information on Sonar.

Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: geography programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'

Roles and responsibilities

The geography coordinator is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of geography, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all geography resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of geography in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' geographical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the geography coordinator about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Creating and carrying out an End of Unit Quiz to assess for 'sticky knowledge'.

- Reporting any concerns regarding the teaching of the subject to the geography coordinator or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

Equal opportunities

There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.

The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

Monitoring and Review of the Policy

This policy will be reviewed every two years by the Geography Subject Leader. This policy will be shared with staff and parents via the school website.

Appendix A

Geography Objectives relating to the National Curriculum and the EYFS Areas of Learning

The national curriculum

The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

KS1 pupil objectives

Locational knowledge:

- Name and locate the world's continents and oceans.
- Name, locate and identify characteristics of the countries which make up the United Kingdom (UK).

Place knowledge

- Understand the geographical similarities and differences of areas of the UK and of a small area in a contrasting non-European country.

Human and physical geography

- Identify seasonal and daily weather patterns in the UK.
- Locate hot and cold areas of the world in relation to the equator.
- Use basic geographical vocabulary to refer to key physical features, as well as human features, including buildings, vegetation and seasons.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the UK and any other countries studied.
- Use simple compass directions, locational terminology and directional language to describe the location of features and routes on a map.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
- Devise a simple map and construct basic symbols in a key.
- Use observational skills to study the geography of the school and identify the key human and physical features of the surrounding environment.

KS2 pupil objectives

Locational knowledge

- Use maps to locate countries around the world, concentrating on Europe's and North and South America's environmental regions, major cities and key characteristics.
- Identify counties and cities of the UK, geographical regions and their identifying characteristics, key topographical features and land-use patterns.
- Understand the location and significance of the Tropics of Cancer and Capricorn, the Equator, the Northern and Southern Hemisphere, the Arctic and Antarctic Circle, the Greenwich Meridian and other time zones.

Place knowledge

- Identify geographical similarities and differences through the study of human and physical geography of one region in the UK, Europe and North or South America.

Human and physical geography

- Describe and understand key aspects of physical and human geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle, types of settlement and land use, economic activity and the distribution of natural resources.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries.
- Use the 8 points of a compass and four- and six-figure grid references and symbols to build knowledge.
- Use a range of methods, including sketch maps, plans and graphs, and digital technologies, to record the human and physical features in the local area.

EYFS Provision

By the end of December	By the end of March	Early Learning Goal
Show an interest in the lives of people who are familiar to me. Talk about similarities and differences between me and my friends. Recognise some similarities and differences between life in this country and life in other countries. (A Dot in the Snow book – polar region comparison e.g. clothes, weather, animals)	Draw information from a simple map (Stick Man story map, Alien maps using Beebots - link to Listening, Attention and Understanding) Enjoy listening to stories which represent life in different countries. (On the Farm non-fiction book) Explore the natural world around them. Recognise some environments that are different to the one in which they live.	Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps. ELG15 The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.

Appendix B Cross Curricular Links

Cross Curricular Links

Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

Maths

- Pupils use their knowledge and understanding of measurement and data handling.
- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

Science

- Pupils use their knowledge of the natural world to identify and analyse features of physical geography.
- Pupils' investigative and practical skills are developed through the use of fieldwork and problem-solving activities.

ICT

- ICT will be used to enhance pupils' learning.

- Pupils will use ICT to locate and research information.
- ICT will be used to record findings, using text, data and tables.

Spiritual development

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination.
- Pupils are encouraged to think about the effect of humans actions on the environment.

Current geographical developments and issues will be discussed in the classroom, where appropriate