

WINGROVE PRIMARY SCHOOL



Policy Statement for Geography

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Intent

A high-quality 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The National Curriculum

The National Curriculum describes what must be taught in Key Stages One and Two. The subject leader has identified the subject content to be covered in each year. Each teacher at Wingrove School follows this detailed guidance thus ensuring continuity and progression in the teaching and learning of Geography.

In the Foundation Stage - Nursery and Reception - the curriculum is guided by the Early Learning Goals which lead directly into the National Curriculum.

Implementation

Planning is undertaken at three levels:

Long term planning is based on the yearly teaching programmes set out in the National Curriculum, and by the subject leader.

Medium term planning is carried out half-termly in year group teams. Teachers select their main teaching objectives from the yearly teaching programme and use

the detail provided in the National Curriculum to ensure a balanced geography curriculum.

Short term planning is carried out weekly in year group teams. These plans form part of a creative curriculum planning sheet and should include the learning objectives, an outline of the activities chosen as the vehicle for achieving the objectives and evidence of differentiation. Each lesson should begin with a recap of previous skills taught.

Subject leaders and the Head Teacher monitor medium and short term planning.

Cross Curricular Links

Geography teaching will form part of the creative curriculum and be taught as part of a theme. Suitable objectives will be identified during the planning stage, giving children the opportunity to use their subject knowledge and skills in real contexts.

Mathematics

The teaching of geography in our school contributes to children's mathematical understanding in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance, and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

Teaching Methods and Approaches

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, for example research of a local environmental problem, or use of the Internet to investigate a current issue. The curriculum is also enhanced by the use of Lyfta and the Global Goals, both of which encourage the children to explore geographical issues in real-world contexts.

The pupils engage in:

- the development of mental skill and strategy;
- written recording;
- practical work;
- investigational work;
- problem solving;
- geography focussed discussion;
- consolidation of basic skills and routines.

At Wingrove School we recognise the importance of providing children with a high-quality geography education. We endeavour to set work, which is challenging, motivating and which encourages the pupils to talk about what they have been doing.

Knowledge and skills progression map

The knowledge and skills progression maps outline what is expected for each year group to ensure that the entire geography curriculum is taught progressively by the time they finish in Primary education. The progression maps are also used to assess and monitor coverage in each group. This map has been produced to support teachers understanding of the geography curriculum and the skills which are non-negotiable in their given year group.

(See Appendix 1)

Organisation

Geography is taught to mixed ability classes, throughout the school. Differentiation is offered when applicable and SEN and EAL assistance given when appropriate. We recognise the fact that there are children of widely different geographical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- providing resources of different complexity, according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Display

We recognise the important role display has in informing, stimulating, motivating and celebrating the work of our pupils. Displays should be interactive and include the different methods of geographical recording and the accurate use of geographical vocabulary.

Impact

Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress. At Wingrove we are continually assessing our pupils and recording their progress using the skills and knowledge grid.

Assessments are carried out on three levels:

Short Term assessments should match the learning objectives. Marking should be done weekly and then used to assess knowledge and understanding to inform subsequent planning.

Medium Term assessments are carried out at the end of a unit.

Long Term assessments are carried out towards the end of the school year when pupils' attainment is measured against the record of key objectives for the subject and any targets previously set.

Assessment outcomes are analysed by subject leaders and provide the focus for development within the subject for the coming year. Cross moderation also takes

place in geography and all subjects across the Trust (WEST).

Reporting

All parents receive an annual written report, which includes a summary of their child's progress in geography over the year.

Resources

An inventory of resources is done annually. Alongside this, a survey is undertaken to discover which resources are required to meet the school's needs.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in geography. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

Children with Specific Needs (English as an Additional Language or Special Educational Needs)

Wherever possible we aim to fully include all pupils within all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation.

Where necessary teachers will, in consultation with the specialist EAL teacher or the Inclusion Manager, draw up an individual plan for the child. Where appropriate children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff.

Where appropriate a group plan is developed with common objectives and learning targets for a group.

Stretch and Challenge

Children will be taught within the appropriate peer group. They are extended through differentiated work and are taught to apply new skills to the wider curriculum to develop mastery in geography.

Homework

Geography homework will be given out when deemed appropriate by the class teacher. This may be an integral part of the homework projects.