

**Vine Tree Primary School**

Geography

 Policy

|  |  |
| --- | --- |
| Date policy last reviewed: | May 2022 |

|  |
| --- |
| Signed by: |
| Mr D Locke | Headteacher | Date: |  |
|  | Chair of governors | Date: |  |

**Contents:**

[Statement of intent](#_Statement_of_intent_1)

1. [Legal framework](#_Legal_framework_1)
2. [Roles and responsibilities](#_Roles_and_responsibilities)
3. [EYFS](#_[Primary_schools_only]) provision
4. The National curriculum
5. [Teaching and learning](#_Teaching_and_learning)
6. [Planning](#_Planning)
7. [Assessment and reporting](#_Assessment_and_reporting)
8. [Resources](#_Resources)
9. Inclusion/[Equal opportunities](#_Equal_opportunities)
10. [Monitoring and review](#_Monitoring_and_review)

**Statement of intent**

At Vine Tree, we believe children deserve an opportunity to broaden their knowledge of their local area, within Britain and that of the wider world. Children should be inspired to have a natural passion and curiosity for both the physical world and the people in it. Teaching of Geography should focus on enabling children to think as geographers in a fun and exciting way. Field visits; maps and interactive resources should be used to bring Geography alive. As pupils’ knowledge in the subject progresses, we should help them to deepen their understanding of both human and physical processes as well as the formation and use of landscapes and environments. Recognising the importance of enriching our pupil’s vocabulary, pupils are introduced to topic specific language, given opportunities to use this new geographical language and recap it in future lessons. This policy is intended to reflect the school values in relation to Geography and sets out a framework within which the staff can operate.

Through the teaching of Geography, Vine Tree Primary School aims to:

* Inspire pupil’s curiosity and interest in the world around them
* Develop use and understanding of topic-specific vocabulary
* Understand the definitions of specific geographical terms and confidently incorporate them in class discussions and in written work
* Learn about geographical and cultural similarities and differences throughout the world, nurturing an appreciation of the diverse society in which we live
* Help children to confidently identify the location of the world’s continents, countries, cities, seas and share knowledge about these
* Give children the knowledge to talk about their own locality and explain how human and physical geographical features impact where they live
* Develop skills in interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs.
* Help children understand how the human and physical features of a place shapes its location and can change over time

# 1.Legal framework

This policy has due regard to all relevant legislation and 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’

# 2.Roles and responsibilities

The subject leader is responsible for:

* Preparing policy documents, curriculum plans and schemes of work for the subject.
* Reviewing changes to the national curriculum and advising teachers on their implementation.
* Monitoring the learning and teaching of geography, providing support for staff where necessary.
* Ensuring continuity and progression from year group to year group.
* Encouraging staff to provide effective learning opportunities for pupils.
* Helping to develop subject colleagues’ expertise in geography.
* Organising the deployment of resources and carrying out an annual audit of all related 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 staff CPD opportunities regarding geography.
* Ensuring common standards are met for recording and assessing pupil performance.
* Advising on the contribution of geography to other curriculum areas, including cross-curricular and extra-curricular activities.
* Reviewing and updating long-term and medium-term lesson plans on an annual basis, and communicating these to teachers prior to the start of a new term.

Classroom teachers are 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 subject leader about key topics, resources and support for individual pupils.
* Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
* Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
* Undertaking any training that is necessary in order to effectively teach geography.

Reviewing and updating short-term lesson plans, building on the medium-term lesson plans, taking into account pupils’ needs and identifying the methods in which topics could be taught.

# 3.EYFS

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE’s ‘Statutory framework for the early years foundation stage’.

Provision for early years pupils focusses on four specific areas:

* Literacy
* Maths
* Understanding the world
* Expressive arts and design

All activities will adhere to the objectives set out in the framework.

In particular, geography-based activities will be used to develop pupils’ understanding of the world, helping them to comprehend a world beyond their local community.

# 4. The National Curriculum

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

**KS1 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 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 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 and 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.

**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.
* Pupil’s writing skills are developed through recording findings and creating reports.
* Pupil’s 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.
* Pupil’s investigative and practical skills are developed through the use of fieldwork and problem-solving.

**Computing**

* ICT will be used to enhance pupil’s learning.
* Pupils will use ICT to locate and research information.
* ICT will be used to record findings, using text, data and tables.

**Spiritual development**

* Pupil’s development will be focused on the vastness of the world, encouraging an appreciation and fascination.
* Pupils are encouraged to think about the effect of human actions on the environment.
* Current geographical developments and issues will be discussed in the classroom, where appropriate.

**Teaching and learning (Pedagogy)**

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 their peers.

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, 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 of the 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 will have the opportunity to undertake and external educational visit, which is geography based.

**Feedback**

Feedback should:

* Be specific accurate and clear.
* Encourage and support further effort.
* Inform future planning, ensuring continuity, progression and appropriate differentiation.
* Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.
* Encourage children to take responsibility for improving their own learning by self- assessment and peer assessment.
* Ultimately be seen by pupils as a positive approach to improving their learning.

# 6.Planning

Throughout the school, geography is taught as a discrete lesson and as part of cross-curricular themes when appropriate.

Teachers will use the key learning content in the DfE’s statutory guidance ’National curriculum in England: geography programmes of study’.

Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.

Long-term planning overviews are used to outline the units to be taught within each year group.

Medium-term planning is used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.

Medium-term plans will identify learning objectives, main learning activities and differentiation.

Medium-term plans will be shared with the geography co-ordinator to ensure there is progression between years.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

**Application**

Geography will be delivered throughout the school by the class teacher/PPA teacher with the support of the Geography leader as necessary.

Geography values are also introduced in and explored within whole school assemblies.

Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

#

# 7.Assessment and reporting

Pupils will be assessed, and their progression recorded, in line with the school’s assessment policy.

Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

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

* Talking to pupils and asking questions
* Discussing pupil’s work with them
* Verbal feedback against the learning objectives
* Observing practical tasks and activities
* Pupil’s self-evaluation and peer assessment of their work

Formative assessment, will be carried out informally throughout the year, enabling teachers to identify pupil’s understanding of subjects and inform their immediate lesson planning.

In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as the pupil’s future teacher, in order to demonstrate where learners are at a given point in time.

Parents will be provided with a written report about their child’s progress in the summer term every year. These will include information on the pupil’s attainment, progress and attitue towards geography.

Verbal reports will be provided at parent’s evenings during the Autumn and Summer terms.

Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.

# 8.Resources.

There is a range of resources to support the teaching of geography across the school including a range of practical equipment such as thermometers and compasses, in addition to a range of text books.

Teachers have access to the library service and can order a wide range of books and resources for each area of learning.

Children have access to the internet through computers, laptops, i-pads and interactive whiteboards.

# 9.Equal opportunities

All pupils will have equal access to a broad and balanced geography curriculum and we have high expectations of all children.

The achievements, attitudes and well-being of all our children matter, regardless of ethnicity, attainment, age, disability, gender or background.

Equality of opportunity must be a reality for our children and we ensure this through the attention wen pay to the different groups of children within our school:

* Girls and boys
* Minority ethnic and faith groups
* Children for whom English is an additional language
* Children with special educational needs and disabilities.

**Staff Development**

Teachers are expected to have good, up to date subject knowledge and to use the materials that are available to them in order to promote the best outcomes for children.

Training needs are identified as part of our whole school monitoring and evaluation, performance management/ appraisal and induction programmes. These needs are reflected in the School Development Plan.

Ongoing coaching is given where needed, throughout the year by subject leaders and SLT.

Subject leaders arrange for advice, resources and information, for example feedback from training, to be disseminated appropriately with colleagues.

# 10.Monitoring and review

This policy will be monitored and reviewed on an annual basis by the subject leader.

The subject leader will review the teaching and learning of Geography in the school, ensuring that the taught content of the national curriculum is covered across all phases of pupil’s education.

Any changes to this policy will be communicated to all teaching staff.

The scheduled review date for this policy is May 2023.