Geography Policy

Autumn 2021

Review: Summer 2023

Intent:

To develop children's experiences and understanding of Geography, inspiring and igniting their curiosity about the wider world.
The Geography curriculum has been planned to be mastery of a body of subject- specific knowledge designed specifically to meet the needs of our children.

At Holtsmere End Junior School we believe that the skills are the by-product of the knowledge, not its purpose.

Learning is defined as an alteration of the long-term memory. If nothing has altered in long term memory, nothing has been learned. Therefore the Geography curriculum has been planned accordingly to 'make knowledge stick'.

At Holtsmere End Junior School we know that vocabulary size is related to academic success, and schooling is crucial for increasing the breadth of vocabulary. Skills and knowledge for the subject have been identified and are lesson specific. Skills start with an imperative verb eg. Explore, consider, investigate…

Knowledge is 'to learn' and will be key facts.

Hooks to engage children will be planned for and should be varied with a focus on real artefacts where possible. Challenge and Choice should be included in most lessons or some form of differentiation clearly identified. Differentiation will always focus on how children can demonstrate their subject specific ability and not have a barrier to this, for example their ability to write. Planned opportunities for cross curricular writing will be included, where appropriate.

Implementation:

Aims and Objectives

In our school we recognise that learning Geography is a statutory entitlement for all pupils during their time in Key Stage 2 and we are committed to the principle that learning about the world inspires children and gives them opportunity to recognise different locations and cultures, while deepening their scientific knowledge that links so closely to Geography. We believe that learning to understand their knowledge about the forever changing world will provide a safer and more secure future for the generations to come, especially seeing as Global Warming is such a key subject in modern times.Our main objective in the teaching of Geography is to promote the competence of using an Atlas to locate geographical landmarks and countries, as well as understanding the difference of human and physical Geography. To achieve this we will:

- stimulate pupils' interest in and curiosity about their surroundings,
- increase their knowledge and understanding of the changing world,
- encourage pupils to ask questions and propose solutions to environmental problems,
- develop pupils' competence in specific geographical skills,
- foster a sense of responsibility for the earth and its resources,
- equip pupils with knowledge about diverse places, people, natural and human environments.

Through Geography we can also:

- Improve pupils' skills in English, Maths and Computing,
- Develop pupils' thinking and questioning skills,
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues,
- Develop pupils as active citizens,
- Develop pupils understanding of British values.
- Have the opportunity to challenge themselves through the use of 'Challenge & Choice'.
- SEN pupils have scaffolded challenges for independence of their learning.
- School trips will be planned to support particular topics.
- On some occasions visitors may come into school to give presentations to support particular topics.

Teaching and learning

We recognise that Geography learning in its broadest sense has four core strands:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography

- Geographical skills and fieldwork.

We will encourage pupils to apply knowledge already learnt about their location in the world to their learning of a new location. We aim to equip pupils with strategies for geographical learning that they can use in the future.
We use a variety of techniques to encourage children to engage actively in learning Geography: these include role-play, building and discussions. We may also use videos to show places in which are not possible to visit so they have a richer understanding. We use a multi-sensory and kinaesthetic approach to teaching to make learning memorable.
We aim to make lessons entertaining and enjoyable in order to develop a positive attitude to the learning of Geography. We build children's confidence through constant praise for any contribution that they make in the lesson, however tentative.
We allow for differentiation by:

- using peer support;
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child;
- through the use of challenge and choice.

Organisation

Geography is taught to all of the children throughout the school. The subject matter is split across Lower KS2 and Upper KS2.

The curriculum

We teach the children to know and understand how to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepened their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagarams, globes,aerial photographs and Geographical Information Systems.
- Communicate geographical information in a varierty of ways, including through maps, numerical and quantative skill and writing at length.

Geography and inclusion

At our school, we teach Geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Geography teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this. We enable pupils to have access to the full range of activities involved in learning Geography.

The contribution of Geography to teaching in other curriculum areas

English -The learning of Geography contributes to the development of our children's listening and speaking skills. It also develops the children's understanding of various aspects of grammar and emphasises the importance of knowing the role of different word types in sentence structure, particularly when they are asked to articulate their views or write them down.

Mathematics -Children reinforce their coordinate learning as they will be use to looking at compasses and maps to locate specific areas. They will also be comparing different temperatures in biomes.

Personal, social and health education (PSHE) and citizenship – children will have a better understanding of different cultures and increase inquistivity and tolerance. Discussions as a class will give children confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

Impact:

Assessment

We assess the children's progress by making informal judgements during lessons or through the work the pupils produce, against the attainment targets set out in the National Curriculum 2014. Marking and verbal feedback provide guidance to help progress. At relevant times, the teacher makes a summary judgement about the attainment of each pupil in relation to the skills set out in the National Curriculum programme of study and age related expectations, using the Skills and Knowledge ladder (see appendix 1) to inform this.

Monitoring and review

The coordination and planning of the Geography curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching, by keeping informed about current developments in the subject and providing a strategic lead and direction for this subject.

Appendix 1: Skills and Knowledge Ladder.

Progression of skills and knowledge in Geography – KS2 – Locational Knowledge – Place Knowledge – Human and Physical Geography – Geographical Skills and Fieldwork			
Year 3 – Natural Disasters	Year 4 – Rivers	Year 5 – Rainforests	Year 6 – South America
• Locate and know the names of at least eight European	• Name a number of European capitals. • Locate the main mountain regions in the UK.	• Name four countries from the southern and four from the northern	• Identify time zones and work out differences. • Name and locate at least

countries. • Locate and know the names of at least eight counties and at least six cities in England. • Identifies at least five differences between living in the UK and a Mediterranean country (Link to Ancient Greece History topic). • Identify the causes of an Earthquake. • Label the different parts of a volcano. • Know the impact of natural disasters on those living close by. • Use maps to locate European	• Name and locate the main rivers in the UK. • Know and label the main features of a river. • Name and locate the world's longest rivers. • Name a number of the world's highest mountains. • Explain the features of a water cycle. • Identify why most cities are located by a river. • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. • Plan a journey within the UK, using a road map. 	hemisphere. • Know the names of a number of European Capitals. • Names and locates a number of North or South American countries. • Identifies key differences between living in the UK and in a country either in North or South America. • Understands what is meant by biomes and the features of a specific biome. • Label layers of a rainforest and know what deforestation is. • Uses graphs to record features such a temperature or rainfall across the world.	eight major capital cities across the world. • Names and locates some of the world's deserts. • Understands why industrial areas and ports are important. • Identifies main human and physical differences between developed and third world countries. • Know what most ordnance survey symbols stand for. • Uses six-figure grid references.

countries and capitals. • Know and name the eight points of a compass.			

End of KS2 Expectation

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.