

WESTON TURVILLE CE SCHOOL

INSPIRE, BELIEVE, ACHIEVE - TOGETHER



GEOGRAPHY POLICY

Co-ordinator	Miss L Butcher
Reviewed	Autumn 2005 Spring 2017 Spring 2021
Policy agreed	Summer 2021
Adopted by Governors	
Next review date	Summer 2025

Geography “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.” National Curriculum 2014.

Weston Turville CE School Geography Vision Statement

At Weston Turville CE School, we believe that children should be inquisitive of and inspired by their immediate and local environment first and foremost. We are lucky to have a diverse landscape around us, allowing the children to question, explore and interpret what they see. Children are encouraged to draw, write and talk about what they see and how things change during the course of a year.

Geography is an integral part of the learning covered during the Foundation Stage. We relate the geographical aspects of the children’s work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the development of each child’s ‘Knowledge and Understanding of the World’, through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a ‘good’ playground.

As the children progress in Key Stage 1, they begin to look at our local area in relation to other areas and countries for comparison. We learn to draw and read maps and gather a knowledge of basic geographical vocabulary that refers to human and physical features.

In Key Stage 2 the children will be given opportunities to develop and use a range of investigative and problem-solving skills, both in and outside of the classroom. Reflection and revision of their learning so far through the school will be key in all lessons. The children will then understand how their knowledge and skills will be built upon and developed when learning new topics. This will take place through the study of Europe as well as North and South America, often including a comparative element to a local area. They will look at human geography in greater depth such as settlements and land use. The children will also look at physical geography topics such as climate zones, rivers and volcanoes. Children will learn the importance of a sustainable development in order to protect our environment. Through a variety of cross-curricular topics, we also aim to motivate our pupils to take an active part in contributing to and protecting this world, changing their mindset now and for the future.

We will achieve our vision by:

- Helping pupils develop geographical vocabulary, knowledge and understanding.
- Introducing and enhancing pupils' geographical enquiry skills.
- Developing contextual knowledge of the location of globally significant places.
- Understanding 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.

These broad aims will help children to:

- Gain a sense of identity
- Appreciate other lifestyles and cultures
- Develop a sense of responsibility towards the environment, considering sustainability, change, continuity, cause and effect
- Appreciate the interaction between people and their surroundings in order to understand the significance of settlement and movement of population
- Identify physical features, such as mountains and rivers that are influencing the environment and settlement patterns
- Use evidence from a wide range of sources - ICT, newspapers, maps, globes, DVDs and reference books and develop an awareness that evidence is continually being updated and is open to interpretation
- Develop spatial awareness
- Build a knowledge and understanding of the locations of the countries of the world

Knowledge And Understanding

Pupils follow the knowledge, understanding and skills laid out by the National Curriculum for Geography 2014.

The strands in geography are:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

All classes have created knowledge organisers for each topic which highlight prior knowledge, key knowledge to be taught and the key skills developed based on the National Curriculum.

Organisation Of Geography In The Classroom

The subject is taught through topics across the school based on the school Topic Web and school's Geography Overview. Wherever possible, day trips, residential visits and practical work are used to deliver the geography curriculum. The residential weeks by Year 4 and Year 6 provide opportunities to study different environments and to develop mapping skills. Field work is also experienced by other year groups in local studies. See Appendix 1 for a list of resources available to support in the teaching and learning of geography through the school.

The key skills are developed through:

- Discussion and debate
- Investigation of topical issues (such as Comic Relief, international sporting competitions)
- Fieldwork and visits
- Organisation of topic themes for display, class presentation or assembly (making use of models, maps, drawings, posters, writing, computers for investigation and/or presentation, digital camera for recording changes in the environment and tape recorders)
- Map work

Geography has links with other subjects throughout the curriculum and these are shown in the pupil's work. Mathematics, English, PSHE and computing are an integral part of learning within geography.

Safety

All visits, whether day visits, field work outside the school premises or residential, must comply with the county guidelines. These include a risk assessment and filling in the necessary EVOLVE forms/using the online facility. Risk assessments for visits are located on the school's network and some samples are in the Visits Policy. Residential risk assessments are requested by the school and provided by the associated companies.

Special Needs

A wide variety of text-free resources such as pictures, maps, photographs, DVDs, models, visits and fieldwork can enable children who require first-hand experience to build up knowledge and understanding. Word banks and mats are also provided to develop the use of geographical vocabulary. Individual Education Plans need to be referred to in order to accommodate individual learning styles and needs.

Children who are more able can be given open ended tasks and enquiries to enable them to tackle complex and demanding issues, using a wider and more sophisticated range of sources. Teachers can help to respond to these needs in a variety of ways:

- Identifying their preferred learning style and provide opportunities for them to build on this (for example researching information)
- Challenge them to work outside their preferred learning style
- Planning work that builds on their interests and cultural experiences
- Setting them appropriate and individual targets for learning
- Developing thinking skills, focusing on knowing how as well as knowing what to learn.
- Structuring geography around an enquiry question, giving them a problem to solve.
- Giving responsibility for choosing and evaluating appropriate methods of communication

Planning For Continuity And Progression

The school's topic plan ensures that sufficient time is allocated in each year group to geography so that it is taught succinctly with other subjects within the curriculum in accordance with our creative curriculum, and so that children achieve the required National Curriculum coverage.

Individual teachers produce medium term plans for each term which are sent to the headteacher as well as being saved on the school's Google Drive. Class teachers may prepare short-term plans, or just use more detailed medium-term plans. There is no requirement for teachers to provide daily geography lesson plans.

Recording

Children may record work as individuals or groups and recording can take a variety of forms, e.g. writing, diagrams, field work sketches or enquiry, IT, wall displays, drama or role play, models, collages. A combination of forms should be used in each year group.

Assessment

Both formative and summative assessments are used to plan the next stage of learning. Summative assessments are made using the Chris Quigley skills scheme and are recorded on 'skills-based assessment grids' at the end of each topic. The levels are reached via the setting of differentiated success criteria. A quiz/ test-based approach is also used, where the children carry out a topic related quiz/ test at the beginning and end of the topic to assess initial knowledge and progress.

Evidence of individual attainment is obtained by:

- Observation of children at work
- Questioning children orally or by informal classroom tests/tasks
- Listening to children (for example, as they debate the environmental impact of HS2 on the local community and environment)

- Formal assessment of work, using the topic quizzes/ tests as achievement of the required content in the knowledge organisers based on the National Curriculum
- Discussion with the child regarding their work
- Live marking and feedback

The assessments are requested by the Geography Coordinator and headteacher and monitored. Those children making less than expected progress are discussed and support is provided to promote better progress.

Please also refer to the school's Assessment Policy.

Multicultural, SMSC And Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy.

The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching geography.

The geography curriculum and special themed weeks such as 'art week' and 'anti-bullying week' lend themselves to the teaching and learning of different races and cultures around the world. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions throughout the programmes of study.

Monitoring

Governors may use various strategies to monitor the policy including:

- focused governor visits
- analysis of the termly geography audit and related SDP updates
- accompanying classes on visits
- looking at children's work

The Role of the Geography Co-ordinator

The Geography Co-ordinator monitors teaching, progress and standards in geography by:

- observing lessons and giving feedback
- monitoring and supporting with teachers' termly plans and knowledge organisers, checking for curriculum coverage and progression of skills and knowledge
- work scrutinies
- informal discussions with teachers, TAs and children
- analysing skills-based assessment grids data and quiz/ test data

The geography co-ordinator also:

- takes the lead in policy development and topic planning to ensure progression and continuity in geography throughout the school
- takes responsibility for the purchase and organisation of resources
- keeps up to date with developments in geography education and disseminates information to colleagues as appropriate
- ensures that this policy is reviewed regularly, involving the headteacher and staff as appropriate.

Appendix 1 Resources

Class R

Infant atlas
First atlases
Pictures of children from different countries
Map of world poster
Globe

Class 1

20 Infant atlases
1 Going Places book
Map of world poster
Globes

Class 2

1 globe
Map of world poster
World Flags poster
Seaside Photographs
Seaside Playmat
Isle of Coll set

Class 3

Class set Junior atlases
1 Going Places Introductory
1 Globe
Roamer
Mapstart 1 – class set
15 Through the Window by Jean Baker
Rainforest packs
Map of world poster
World Flags poster

Class 4

Mapstart 2 - class set
Chembakoli packs, including laminated photos and worksheets
Class set Junior atlases and 1 globe
India flag
Chembakoli resources
Map of world poster
Map of world whiteboards
Map of the UK whiteboards

World Flags poster

Class 5

Mapstart 3 - class set

1 Globe

Class set Primary atlases

Map of world poster

World Flags poster

Class 6

The Mountain book - 19 pupils books & 1 teachers book

Mapstart 4 - class set

Class set Primary atlases

Going Places 4 - class set

Rivers pack

Water & Waterways-pack and video

Water-posters & resources inc. water cycle

Down a River - 6 books

Map of world poster

World Flags poster

Volcano books

Resources room cupboard

Relief map of British Isles

Inflatable Globe

Photopacks - Deserts, Polar regions & Transport & communications

File of worksheets & course notes

Cloth maps of Great Britain and Europe

OS maps of Aylesbury & Leighton Buzzard areas (class set)

Assorted maps and plans

Investigating local streets & shops (book)

Blue wallet containing buildings & land use worksheets and ideas.

Wipe-on/wipe off maps of British Isles/Europe

Laminated aerial maps of the local area

Laminated OS maps

Jigsaw maps

*There is also a relief map of the BI in a cardboard package at the side of the science cupboard.