



## Geography Policy

At Rokeby Park Primary School, we are committed to providing all children with learning opportunities to engage in Geography. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Geography is an essential part of the curriculum, it provides children with a means to explore, appreciate and understand the world in which we live and how it has evolved. Geography explores the relationship between the Earth (physical) and its people (human) through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of pupils as they acquire knowledge of a range of different cultures and traditions and learn tolerance and understanding of different people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different countries across the world, pupils need to efficiently use maps, charts and other geographical data; therefore, opportunities for pupils to carry out geographical enquiry are of great long-term value.

### Aims

The aims of geography are:

- To instil in the children a curiosity and understanding of human and physical geography across various places and environments.
- To develop an interest in the Earth and an appreciation of human achievements and developments
- To understand the values of our society
- To learn about the major issues and sustainability of both our local environment and the wider world
- To understand the impact of human geography on the Earth
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials including through fieldwork and maps

### Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working. Across KS1 and KS2, a range of key concepts are explored through each geographical unit and provide lenses through which to consider different aspects of the world. These concepts are revisited through different geographical units as children move through the school to deepen their understanding. Units are planned across the school to include strong, rich local links to the local area so that children have a deep understanding of where they live and understand their place within society. Second order concepts are taught and applied through each unit of geography and build progressively as pupils move through the school.

### Early Years

Geography is taught in Early Years as an integral part of the theme work covered during the year. At Rokeby Park, we relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.



## Key Stage 1

During Key Stage 1, pupils use and make a range of geographical resources such as photos and maps to locate features in their locality and the world. They look at land use, climate and physical features of Great Britain and other locations in the world. Children are taught the principle of directions using maps (including digital) and compasses. They develop an understanding of how humans and nature can affect and shape the landscape. They learn differences between human and physical features of geography and how one impacts on the other. Children also understand that they have responsibilities to care for the planet and its resources.

## Key Stage 2

During Key Stage 2, pupils compare physical and human features in their own locality to different locations around the world. They conduct fieldwork to identify common geographical processes, to make observations, collect data and draw conclusions from their findings. They are able to interpret a range of sources of geographical information and present geographical information in a variety of ways. Children develop an understanding of map work so that these features can be examined and identified in a wider context. They understand the processes that give rise to key physical and human features and how these change over time. Pupils also understand their responsibilities as global citizens, who can think both critically and creatively, to play their part in caring for and sustaining our world and resources.

## Teaching and Learning

Our principal aim is to develop the children's knowledge, skills and understanding in geography and we use a variety of teaching and learning styles in our geography lessons to support this development. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- they have access to, and are able to handle high quality resources
- they go on visits to places of interest both locally and further afield
- they have access to secondary sources such as books, maps and photographs
- visitors talk about personal experiences of different areas of the world
- they undertake fieldwork by exploring their local area and examining pictures from past and present
- they are shown, or use independently, resources from the internet and videos
- they are able to use non-fiction books for research

They are provided with opportunities to work independently or collaboratively, to ask as well as answer geographical questions about the Earth and its features.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

## Geography curriculum planning

The geography curriculum at Rokeby Park Primary is taught around a set of key concepts and second order concepts. A range of key concepts are explored through each geographical unit and provide lenses through which to consider different aspects of human and physical geography.

These concepts include:

- **Location Knowledge:** Pupils will build and develop their knowledge of important places and areas of the world. They will develop the knowledge to be able to name and locate key towns and



cities, countries, continents, seas and oceans as well as key regions such as the equator, and northern and southern hemispheres.

- **Place knowledge:** Pupils will learn how to compare and contrast places, regions and countries according to key physical and human features.
- **Navigation:** Pupils will learn how to read and interpret maps, keys, scale, atlases and globes as well as knowing the points of a compass.
- **Fieldwork:** Fieldwork is a key component of geography and pupils will learn how to carry this out in different settings with increasing accuracy. They will learn how to observe and record their findings, how to collect, present and interpret fieldwork data, using instruments and equipment and take measurements.
- **Human geography:** Pupils will learn how humans use and influence the landscape and develop an understanding of the relationship between the physical environment and trade, settlement and transport. They will learn about population, economic activity, human features, settlements and sustainability, including the impact of humans on climate.
- **Physical features & processes:** Pupils will develop an understanding of different physical environments in their locality and around the world. They will learn about physical processes, physical features, tectonic activity, natural resources, climate and landscape.

Geography is taught progressively across the year groups, so that children achieve depth in their learning. Our geography progression document identifies both the key concepts and second order concepts along with an overview of each unit of learning. Knowledge organisers are available for children to access at any point during a geography lesson; this enables pupils to recap on previous learning whenever they feel it necessary and encourages an independent approach during lessons. In addition, subject specific vocabulary is presented in all classrooms giving ample opportunity for pupils to further develop language, vocabulary and speech and language skills. Pupils will also explore some of these second order concepts through other curriculum subjects.

## Assessment and Recording

Outcomes of work are regularly monitored at Rokeby Park Primary School to ensure that they reflect a sound understanding of the key identified knowledge through 5 key questions. These allow for assessment opportunities and to identify children's understanding and interpretation of their learning. Pupils' books will evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge, understanding and new vocabulary. Feedback is given to the children as soon as possible and marking work will be guided by the school's marking policy.

## Monitoring

Monitoring takes place regularly through sampling children's work, teacher planning, book scrutiny, learning walks and lesson visits.

## Roles and Responsibilities

### The Head teacher will:

- actively support and encourage staff, praising good practice and supporting staff development, in-service training (particularly for the Geography Leader) and acquiring resources.

### The Geography Leader will:

- advise and support staff in planning, teaching and learning of geography;
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice;
- use feedback from monitoring to develop an action plan for geography with realistic and developmental targets;



- audit, identify, purchase and organise all geography resources, ensuring they are readily available and well maintained;
- document and review the agreed ways of working through a written policy document and knowledge and skills progression;
- compile a portfolio of children's geography work to evidence progression and examples of good practice for staff to refer to;
- keep up to date on new developments in the use of geography in the curriculum and inform staff;
- promote geography throughout the school.

#### **The Class Teacher will:**

- be responsible for the planning and teaching of geography as set out in this policy.
- use 'Key Performance Indicators' to inform teaching and learning as well as assess children's understanding.
- follow the subject's long-term and medium-term plans
- embed the geography knowledge and skills progression document within planning and quality first teaching.

#### **Resources**

We have a wide range of non-fiction books, textbooks and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. The library service, where topic resources can be obtained, should be utilised to enhance learning. In addition, local people with expertise in particular topics are invited to visit the school and enthuse and inspire our pupils.