

Geography Policy

Gascoigne Primary School



article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

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1. Purpose of the policy

This policy outlines the approach and expectations for the teaching and learning of Geography at Gascoigne Primary School. It is designed to meet the requirements of the 2014 National Curriculum in England and align with the expectations of all stakeholders, including staff, governors, parents and pupils.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment.
- Demonstrate adherence to the National Curriculum objectives and guidelines.
- Provide clear information to parents and carers about what their children will be taught.
- Allow the governing board to monitor the curriculum.
- Provide Ofsted inspectors with evidence of curriculum planning and implementation.

2. Subject vision

At Gascoigne Primary School, we strive to deliver a high-quality geography curriculum that encourages and inspires children to become inquisitive learners about the natural world and diverse cultures. Through the teaching of geography, children develop a deep, long-term understanding of the Earth and its key physical and human features and processes.

In addition to exploring the wider world, we place a strong emphasis on our local community in Barking. As a result, children are provided with opportunities to analyse and compare how both local and global geography have changed over time. As pupils progress, their growing locational and place knowledge about the world should help them deepen their understanding of the interaction between physical and human processes, as well as the formation and use of landscapes and environments.

3. Aims and outcomes

The aims of geography in our school are:

- To 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 processes.
- To 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.
- To be proficient 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 variety of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS).
 - Communicate geographical information in various ways, including through maps, numerical and quantitative skills, and extended writing.

4. Teaching and learning

Our units of work are tailored to meet the needs of children, considering their individual experiences. Geography at Gascoigne Primary School fosters an understanding of places and environments, focusing on enabling children to comprehend the world around them and nurturing their inquiry skills. Whenever possible, we prioritise first-hand experiences and utilise a variety of resources to ensure active engagement in learning.

At Gascoigne Primary School, children initially develop their geographical understanding by exploring their own locality in Barking. This foundational knowledge then extends to learning about other localities within the U.K. and eventually the rest of the world.

In Geography lessons, children are encouraged to develop their understanding through the following activities:

- Whole-class teaching
- Small group discussions
- Drawing and interpreting maps
- Developing research skills through the internet and textbooks
- Individual projects
- Field trips
- Opportunities for outdoor learning in school.

5. Curriculum overview

At Gascoigne Primary School, pupils follow a geography curriculum aligned with the 2014 National Curriculum in England. Throughout KS1 and KS2, students are equipped with a cohesive understanding of the four key geographical skills: locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork.

5.1 Key Stage (KS) 1

In KS1, pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils are taught:

➤ Locational knowledge:

- The names and locations of the world's seven continents and five oceans.
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

➤ Place knowledge:

- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

➤ Human and physical geography:

- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

➤ Geographical skills and fieldwork:

- To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

- To use simple compass directions (North, South, East and West) and locational and directional language.

5.2 Key Stage (KS) 2

Pupils extend their knowledge and understanding beyond their local area of Barking 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.

Pupils will be taught to:

> Locational knowledge:

To locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions.

To understand the key physical and human characteristics of specific countries, and major cities.

To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

> Place knowledge

To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

> Human and physical geography

To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

To understand human geography, including: land use, economic activity.

> Geographical skills and fieldwork

To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

To use the eight points of a compass, four and six-figure grid references, symbols and key.

To use fieldwork to observe, measure, record and present the human and physical features in the local area using a

The topics we teach in geography are outlined in the programmes of study/curriculum map for history (see section 5.3). Detail of programmes of study/curriculum maps can also be found:

<https://www.gascoigneprimaryschool.co.uk/page/?title=Geography&pid=55>

5.3 Programmes of study

Please find an overview of topics taught in each year group:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1			The UK: countries, capitals and surrounding seas of the UK			Similarities + Diffs (inc. seasons + weather) London / Brazil
Year 2	Continents and oceans of the world					Comparing urban and coastal features – Barking and Chalkwell
Year 3			Geographical features of the UK / Countries of Europe			Physical geography: Volcanoes and Earthquakes
Year 4			Physical geography: Water Cycle Mountains and Rivers	Latitude, Longitude, Equator, Hemispheres, Tropics, Arctic+ Antarctic. Time zones		
Year 5	Compare Physical/human features: UK and Caribbean- Tourism + trade				Local History: The Barking Fishing Industry	Ancient Egypt
Year 6				Settlements and land use: Farming in the UK		

6. Cross-curricular links

Pupils' learning in geography is linked across various areas subjects taught:

- > **Literacy:** Development of literacy skills through reading and writing.
- > **Maths:** Analysing numerical data and graphs.
- > **RE:** Developing a deeper understanding of different cultures and religions across the world.
- > **Computing:** The use of Microsoft programmes and the internet for research.
- > **History:** Understanding different cultures and past events located across the world.
- > **Art and Technology:** Examination of art, music, and technology from around the world.

7. Assessment and recording

7.1 Assessment

Teachers assess children's work in geography by making informal judgements during their learning in lessons.

Formative assessment

Formative geography assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiated tasks.

Pupils are continuously assessed on the following forms of formative assessment:

- Book work
- Class discussions and group work

- Pupil voice
- Display work
- Home learning

Marking

Children receive regular feedback in line with the school's marking policy.

Summative assessment

In-school summative assessment is conducted termly through an in-school tracking spreadsheet. Here, teachers are expected to make judgments on whether children have successfully achieved the national curriculum strands specific to the topics taught. The outcomes are utilised by class teachers and the subject leader to identify gaps and misunderstandings, monitor the performance of pupil cohorts, pinpoint areas where interventions may be required, and collaborate with teachers to ensure that pupils are supported in achieving good progress and attainment. Pupils receive feedback on how they can address their next steps in learning.

7.2 Recording

In geography, pupils will record their learning in their humanities books.

Recorded learning may take the form of a written outcome, photographs, role play or group work.

8. Resources

8.1 Textbooks and other equipment

At our school, we are well-equipped with the necessary resources to teach all geography topics effectively. We provide students with a wide range of globes for collaborative work at their tables, along with individual access to atlases. Our library is also a valuable resource, containing an extensive collection of topic books to support learning. Additionally, both teachers and students have internet access to facilitate individual research and lesson planning.

8.2 External speakers, local museums, trips

At Gascoigne Primary School, we believe in providing our pupils with a diverse range of learning opportunities, including experiences beyond the classroom. For specific topics, external visitors and topic-related workshops contribute to building an engaging curriculum for our pupils. Additionally, for certain topics, our children have opportunities to visit local areas to help build upon their understanding of their local surroundings.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject
- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met

- › Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught

9.3 Link governor

The link governor responsible for geography at our school will:

- › Monitor the impact of the subject across the school and on pupils
- › Monitor teacher workload and professional development
- › Ensure subject action plans are suitable
- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- › Ensure lessons are engaging and planned in line with the national curriculum strands
- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the subject leader
- › Maintain subject knowledge and appropriate CPD
- › Ensure lessons are engaging and planned in line with the national curriculum strands

9.5 Parents

The parent community at our school will:

- › Make sure their children are prepared for learning
- › Monitor the completion of homework

10. Inclusion

At Gascogine Primary School, we teach geography to all children. Geography forms part of the school curriculum policy to provide a broad and balanced education to all groups including:

- › More able pupils

- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with special educational needs (SEN)
- › Pupils with English as an additional language (EAL)

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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected standards.

In order to ensure that the different learning needs are met in each individual classroom, teachers will ensure that the following things are reviewed:

- › Teachers will plan lessons so pupils with SEN and/or disabilities can study geography, wherever possible, and ensure that there are no barriers to every pupil achieving.
- › Independent tasks are varied and adapted to children's needs.
- › Teachers review SEN and EHC plans when planning and resourcing individual lessons. This will ensure all children are provided support in lessons.
- › Where children are to participate in activities outside the classroom, for example, a visit to a local area we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- › Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all lessons.

11. Links to other policies

This subject policy links to the following policies and procedures:

- › Curriculum policy
- › Assessment policy
- › Marking policy
- › SEN policy

12. Monitoring and review

The Humanities Subject Leader is responsible for monitoring the standard of children's work and the quality of teaching in history. This is achieved through termly assessments of teacher planning and students' books. Pupil interviews, learning walks, and summative assessments also contribute to subject monitoring, where data and feedback are analysed to identify strengths and areas for development to address in the following term. The Humanities Subject Leader is also responsible for supporting colleagues in the teaching of geography. They should stay informed about current developments in the subject and provide leadership and direction for the subject within the school.