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# HIGH LANE PRIMARY SCHOOL

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## Geography Policy

<b>Date policy was agreed with Governors</b>	November 2021
<b>Review Date</b>	September 2024
<b>Person(s) Responsible</b>	R Hancock

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a happy, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

## **Aims**

Our aims are that children will:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine
- develop and extend their knowledge and understanding of people and places and the relationship between the two
- study physical, human and environmental themes in a widening context
- develop geographical skills of; collect, analyse and communicate with a range of data gathered through experiences of fieldwork ;
- develop an understanding of maps, and a range of problem solving and investigative skills both inside and outside the classroom.
- interpret a range of sources of geographical information;
- communicate geographical information in a variety of ways.
- develop an appreciation of differing life-styles which reflect a variety of cultures and develop positive attitudes towards different communities and societies
- help children to develop an informed concern about the quality of the environment and the future of the human habitat.

## **Curriculum planning**

Planning in Geography is a process in which all teachers are involved. Where possible we use a creative cross curricular approach. Our Creative Curriculum is carefully planned to engage and excite all our learners, in order to provide the school with a high quality curriculum. The Long Term Grid identifies the geography topics and concepts that are taught in each Year Group and Key Stage. Chunking grids show a further breakdown of what teachers aim to be covering each week. Key questions are used, alongside WOW moments to engage the pupils and enhance their learning. Short term plans are used to make reference to specific resources or support that may be needed.

Where there is mixed aged classes planning grids of both year groups ensures coverage and highlights any areas that need to be addressed at a later stage in the year or within another year group. This is noted on the plan.

## **Role of the subject leader**

In ensuring the quality of provision across the school, the subject leader, Rachel Hancock, is responsible for the following:

- Ensuring class teachers understand statutory requires for their year group and general progression of the geography curriculum
- Providing appropriate professional development, coaching and feedback for staff
- Leading whole-school monitoring and evaluation of teaching and learning in geography
- Analysing data in order to plan whole-school improvement projects
- Engaging with relevant statutory information and research in geography, disseminating key messages to staff
- Ensuring the school's senior leadership team and governors are informed about the quality of teaching and learning
- take responsibility for the purchase and organisation of central resources for Geography
- Ensuring the school's geography policy and progression documents are regularly reviewed

## **Equal opportunities**

All geography lessons are made inclusive for all pupils. When planning lessons, teachers take into consideration any ITLPs or EHCPs for children in their class and ensure that their needs are considered and additional resources are sourced if required. Additionally, teachers take into consideration the range of learning styles in their classroom and adopt appropriate teaching strategies to suit.

Positive attitudes towards geography are encouraged, so that all children, regardless of race, gender, ability or special needs, including those for whom English is a second language, develop an enjoyment, confidence and lifelong understanding of geography. The aim is to ensure that everyone makes progress and gains positively from lessons and to plan inclusive lessons.

# High Lane Primary

## What Geography looks like in our school



### Our philosophy

At High Lane, our geography lessons:

- Instil a sense of curiosity and understanding of the natural and human world
- Provide a range of activities that stimulate children's curiosity and nurture their enjoyment of geography
- Allow children to develop an understanding of geographical concepts and knowledge of places and environments throughout the world
- Ensure children at every level are challenged and supported to reach their full potential
- Provoke the children to ask and answers questions about our world
- To become Global Citizens, develop, helping our pupils to understand and solve problems facing the environment and the future state of the planet.

### What we do

In order to provide effective teaching and learning opportunities:

#### EYFS

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment.

#### Key Stage 1

In key stage 1, geography is about developing 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.

Children:

- develop locational knowledge about the world's continents, oceans, and the seas, countries and capital cities of Great Britain;
- develop place knowledge;
- identify seasonal and daily weather patterns
- make comparisons through observation and discussion;
- focus on geographical questions like *What/Where is it? What is it like? How did it get like this?*;
- develop and use geographical enquiry skills, including fieldwork skills, geographical terms, making and using maps, and using photographs.

#### Key Stage 2

In Key stage 2, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Children:

- study places and themes at different scales from local to national in the United Kingdom and overseas, including Europe;
- investigate how people and places are linked and how they relate to the wider world;
- study how and why physical and human features are arranged as they are in a place or environment, and how people are influenced by and affect environments;
- focus on geographical questions like *What is it like? How did it get like this? How and why is it changing?*;
- develop and use geographical enquiry skills, including fieldwork and IT skills, geographical terms, making and using maps, and using photographs.

## Concepts

Pupils make progress in geography by developing:

- focusing on the themes of **substantive** geographical knowledge. This helps to group, classify, connect and explain about environments. It provides facts about places, settlements, human features and physical processes such as erosion, deposition, biomes, weather, climate and rivers for example.
- Learning about **procedural** knowledge to secure deeper understanding through the concepts of; *scale, space, place, interconnections, environment (physical and human processes), environmental impact, sustainability, cultural awareness and diversity*

## What a typical lesson looks like

We recognise that every class and child is unique, so geography lessons may vary slightly based on the needs of our children. All geography lessons might include:

- whole class or group work,
- high quality talk using correct vocabulary
- fieldwork in the environment
- encouragement of active enquiry
- story-telling; a stimulating introduction and/or source of information
- drama; an exciting way to encourage children to relate to past events and the people involved, developing empathy
- questioning; teacher or pupil questioning should provoke thought, discussion and pupil questions
- a field trip or visit to support pupils understanding
- use of pictures and maps
- virtual simulations
- videos and short clips
- factual resources for research –books, internet

In EYFS a geographical learning journey might include activities to guide children to make sense of their physical world and their community, including;

- Exploring our school environment (Forest Fridays)
- Local visits to parks, libraries, church, the post box,
- Listening to stories, non-fiction, rhymes and poems
- Play activities that enriching and widening children's vocabulary

## How we know our pupils are achieving

From EYFS through to Key Stage 2, we use a range of strategies to ensure our pupils are on track and lessons are effective. We:

- Use class teacher or TA/LSA to support groups
- Observe children independently working in a group, noting key points to add to children's learning journeys
- Take photographic evidence of practical activities, annotating where necessary
- Use a range of AfL strategies in class – thumbs up, self-assessment, peer-assessment
- Listen to pupil voice
- Share written and verbal feedback with the children

### **How intervention is used at High Lane**

We recognise that sometimes children might require additional support or greater challenge to progress further in their learning. To support all pupils in their learning, we provide intervention in a number of ways:

- Integrated support within class with the class teacher or TA/LSA
- 1:1 or small group learning outside of the classroom with the class teacher or TA/LSA
- Literacy support to help pupils articulate their understanding