

Geography Policy
Fishergate Primary School



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1) Purpose of Study

A high-quality geography education 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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

(National Curriculum in England: Geography Programmes of Study, DfE, 2013)

2) Aims

Our intention at Fishergate is to provide quality teaching and learning of geography. We aim:

- To enable children to gain knowledge and understanding of places in the world
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multicultural country
- To allow children to learn graphic skills, including how to use, draw and interpret maps
- To develop knowledge and understanding of the human and physical processes and patterns which shape places
- To enable children to know and understand environmental problems at a local, regional and global level

- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means
- To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.
- As part of Fishergate's commitment to raising the attainment of disadvantaged young people (RADY), these pupils social and wider academic needs are prioritised. Any barriers for disadvantaged pupils are overcome so they can participate fully in the Geography curriculum and achieve the above aims alongside their peers.

3) Planning

We use a two-year long-term plan to ensure all subject content from the National Curriculum is taught across all key stages. Phases meet termly to complete medium term planning, adapting as appropriate to keep the curriculum relevant and targeted to the children's specific needs.

Early Years

In Early Years, geography contributes to the *Understanding The World* area of the statutory framework. There are 2 ELGs that encompass the geography curriculum.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.:

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

In the National Curriculum, there are four areas of study for both KS1 and KS2: Locational study, Place study, Human and physical geography and geographical skills and fieldwork.

Key Stage 1

At Fishergate, we have a flexible, child-led approach, allowing us to adapt planning and topics to match the needs and interests of the children while ensuring these four objectives are met.

Our current topics are listed below, matched to the relevant objective in colour.

	Autumn Term	Spring Term	Summer Term
Year A	<ul style="list-style-type: none"> • Made in Yorkshire • Global fortnight 	<ul style="list-style-type: none"> • <i>All about Fishergate</i> 	<ul style="list-style-type: none"> • <i>No explicit geography topic but taught through wider curriculum</i>
Year B	<ul style="list-style-type: none"> • <i>No explicit geography topic but taught through wider curriculum and Global fortnight</i> 	<ul style="list-style-type: none"> • <i>The Arctic</i> 	<ul style="list-style-type: none"> • <i>The seaside</i>

Years 3 and 4

The statutory objectives for Key Stage 2 have been split between Years 3 / 4 and Years 5 / 6.
This ensures coverage throughout Key stage 2

	Autumn Term	Spring Term	Summer Term
Year A	<ul style="list-style-type: none"> No explicit geography topic but taught through wider curriculum and Global fortnight 	<ul style="list-style-type: none"> Comparison of UK and European country 	<ul style="list-style-type: none"> Romans (history topic)
Year B	<ul style="list-style-type: none"> Mountains and earthquakes Global fortnight 	<ul style="list-style-type: none"> Ancient Egypt (history topic) 	<ul style="list-style-type: none"> River and the water cycle (weather)

Years 5 and 6

Planning ensures that regular links are made back to topics taught in Years 3 / 4

	Autumn Term	Spring Term	Summer Term
Year A	<ul style="list-style-type: none"> No explicit geography topic but taught through wider curriculum and Global fortnight 	<ul style="list-style-type: none"> Where on Earth are we? 	<ul style="list-style-type: none"> No explicit geography topic but taught through wider curriculum
Year B	<ul style="list-style-type: none"> Vegetation belts and biomes Global fortnight 	<ul style="list-style-type: none"> No explicit geography topic but taught through wider curriculum 	<ul style="list-style-type: none"> Comparison of Caribbean islands and UK (migration)

4) Teaching

Teaching in geography should be exciting, engaging and adapted to meet the needs of all learners. Throughout school, the following approaches will be used:

- A variety of activities including provision for a mixture of visual, auditory and kinaesthetic learning.
- Lessons should be structured around questions which require the children to assimilate facts to use as concrete evidence to back up their answers.
- Using enrichment opportunities such as Global fortnight and Global evening to develop deeper knowledge about different countries.
- Opportunities for children to ask their own geographical questions and find the answers.
- A balance of imparting knowledge and independent research involving the use of the library and the internet.
- Whole class lessons, individual, paired and group work.
- Cross curricular activities where appropriate.
- Inviting visitors to school.

- Using fieldwork opportunities in our local area and wider afield wherever possible.
- Vocabulary lists in books, on flipcharts and displayed around the classroom.
- Classroom displays, showcasing children's work and key vocabulary.
- Classroom displays showing World maps and links to our multicultural society

5) Inclusion & SEND

We provide equal opportunities by ensuring the planning and teaching of history is adapted to meet the needs of SEND pupils, including the following:

- Focusing on simpler geographical terms e.g. if 'migration' is inaccessible, teaching may focus on understanding 'moving from one place to another'
- Review of instructions 1-1 with simpler language and fewer steps.
- Task cards to break down instructions.
- 1-1 discussion around a source to guide interpretation.
- Use of coloured overlays.
- Ear defenders.
- Adaptation of resources presented so that the amount of text, or layout of text is more accessible.
- Text presented on cream-coloured paper; flipcharts pale coloured backgrounds (not white).
- Enlarged printouts of flipchart pages.
- Adaptation of the content so the pupil is engaged and sees the relevance of the topic.
- Different methods of recording: scribing, pictorial, use of a sound button, word-processing, photographic evidence.
- Brain breaks during longer tasks.
- Mixed attainment pairings.

6) Assessment

- Lessons are evaluated by the class teacher, identifying individual progress and informing future planning.
- Termly trackers are used to show overall learning of that term's topic: this is used for report writing
- Work should be marked regularly and kept as evidence of the work covered, following the school's marking policy.
- Parents are made aware of their child's progress through parents evening and the annual written report.
- The school website can be used to show examples of work and photos of trips and visitors relevant to the topic being studied.

7) Marking & Feedback

Marking focus will be placed upon the evidence and statements pupils give within their work, to show their geographical knowledge. Incorrect or inaccurate information and knowledge should be challenged, addressed and used to inform future planning, where necessary. Where there are errors in given vocabulary, these should be identified and improved, referring back to vocabulary lists in the long term planning. In non-written activities, feedback should be given regularly through discussion and questioning.

8) Role of the Subject Leader

The geography leader should support the planning, teaching, learning and assessment of History within the school:

- Ensure History has a high profile at Fishergate Primary School.
- Update the long-term planning for History to ensure coverage of the National Curriculum.
- Provide and suggest high quality geography resources for staff.
- Lead staff meetings to share up-to-date practice in geography teaching.
- Make links within the community and with families within the school.
- Link with other maintained schools as part of a cluster group and share best practice.
- Observe geography teaching through the school at least once per year.
- Attend CPD training and feed back to staff.
- Update the geography Policy to keep it up-to-date.