



MELLERS PRIMARY SCHOOL
GEOGRAPHY POLICY
May 2022

National Curriculum

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.

Vision for Geography

Our intent at Mellers is to offer a rich geography curriculum that allows children to:

- Develop a sense of curiosity and passion to find out about the world around them.
- Experience and appreciate their local area.
- Be proud of their heritage and to value other cultures.
- Gain a deeper understanding of different parts of the world that they may not have experienced.
- Become responsible citizens, understanding the importance of sustainability, being eco-friendly and aware of factors that are impacting our environment.
- Become educated and up to date with current issues around the world with regards to geography.

INTENT

Aims and objectives

At Mellers, our curriculum ensures that the aims of the national curriculum are met through engaging units of work. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. We want to ensure that children are curious to find out about the world. Rather than remembering facts, we want children to develop a conceptual understanding of how the world works and the processes that give rise to human and physical geography features. Opportunities will be given to ensure that children get to explore the similarities and differences between different areas and the reasons for this. The children will be made aware of how the world is changing over time and factors that are impacting our environment. They will be encouraged to become responsible citizens, understanding the importance of sustainability and being eco-friendly. An exciting range of different places will be studied that are globally significant. Also, case studies of recent events will be explored to make the learning relatable and current. During their time at Mellers, children will gradually build up their map skills through innovative

lessons, orienteering and fieldwork. There will be plenty of opportunities to investigate the outdoors, go on trips and conduct fieldwork, which we hope will stimulate, consolidate and stretch the learning of our pupils.

Geography curriculum planning

Geography is a foundation subject in the National Curriculum. The 2014 National Curriculum framework has been adapted and our own long-term curriculum map has been developed. Topics were specifically allocated to year groups to create opportunities for cross curricular links with other subjects. In addition to this, we are members of the Geographical Association, which provides good quality ideas for planning.

We carry out curriculum planning in three phases (long-term, medium-term and short-term). The long-term plan (see below) maps the topics studied in each term during each key stage; this has been developed to ensure that skills and knowledge are built upon each year offering opportunities to deepen understanding and make connections. Medium term plans for each subject area are created by teaching staff with an emphasis on the knowledge and skills that will be taught and how they will be taught. Geography is taught discretely but staff make meaningful links across subjects where appropriate. Prior knowledge is linked to new learning to deepen children's understanding and to ensure new concepts and skills are retained. Knowledge organisers can be used to share planning with the pupils.

The year group teachers create the short-term lesson plans for each geography session. These plans list the specific learning objectives and resources for each lesson. The outcome may be recorded in various ways and added to the children's floor books. These are for the year group teachers' use but may be shared with colleagues, as necessary.

IMPLEMENTATION

Pedagogy

Geography teaching focuses on enabling children to think as not only geographers, but also global citizens. We place an emphasis on making geography a practical subject with field work, debate and case studies. We focus on helping children to build their knowledge but also think of ways to solve problems. We promote responsible use of the internet when searching for information to analyse the value of the source and to challenge stereotypes.

In planning and delivering geography lessons, we use 'Rosenshine's Principles of Learning' to ensure that the teaching is based on cognitive science and research. The principles are:

- 🏆 Begin a lesson with a short review of previous learning
- 🏆 Present new material in small steps with student practice after each step
- 🏆 Ask a large number of questions and check the responses of all students
- 🏆 Provide models
- 🏆 Guided student practice

- 🏆 Check for student understanding
- 🏆 Obtain a high success rate
- 🏆 Provide scaffolds for difficult tasks
- 🏆 Require and monitor independent practice
- 🏆 Engage students in weekly and monthly review.

Early Years Foundation Stage

The majority of geography learning comes under Understanding the World in the EYFS. Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported through offering opportunities for them encounter a variety of maps, different people and their cultures and to investigate their immediate and local environments – indoor and outdoor. Focussed activities are planned fortnightly to incorporate these opportunities, linked to a topic or theme of learning. Provision, where children have the opportunity to engage in self-initiated activities in order to develop their geographic skills, curiosity and a widening vocabulary, is planned weekly.

The contribution of geography to teaching in other curriculum areas

Geography is used to enhance teaching and learning across all curriculum areas, challenging the most able while supporting those with learning difficulties. Opportunities for embedding geography to support learning and teaching across the curriculum are identified in the school's planning format.

English

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We provide a range of books with links to our geography topics for pupils to read. Children develop oracy skills through dialogic discussion, debate and speech making. They develop their writing ability by presenting their learning in a range of written tasks.

Mathematics

Geography contributes to the teaching of mathematics in a number of ways. There are many opportunities for children to apply mathematical knowledge and skills through the geography curriculum. For example, collecting geographical data by using different scales; learning to estimate and predict, as well as collecting, recording and analysing data.

Personal, social and health education (PSHE) and citizenships

Geography makes a significant contribution to the teaching of personal, social and health education through the teaching of different cultures, the widening of horizons, as well as the children benefitting from opportunities to enjoy nature and being outside. Geography at Mellers promotes the concept of positive citizenship in our dedication to sustainability.

Computing

Computing provides a meaningful context to practise and apply geographical skills. Websites, such as Google Earth or Digimaps, allow children to experience online mapping. This can help them better understand a locality they are investigating or reflect on what they have learned after an off-site visit.

Science

Geography has many close links with science. Both seek to discover, explore and understand the world around us. The “Working Scientifically” strand links closely with enquiry-based learning in the geography curriculum. The teaching of sustainability at Mellers encourages children to make meaningful links between scientific and geographical thinking and skills.

PE and Outdoor learning

Geography has been woven into our PE curriculum and each year group will have one half term dedicated to orienteering, where the children will reinforce and develop their map skills by completing fun and engaging orienteering tasks around the school grounds. Outdoor learning sessions can be used to further push orienteering. Alternatively, outdoor learning is a wonderful opportunity for children to engage with the natural environment, whether that be through unstructured exploration or specific tasks designed by the class teacher.

History

In certain year groups, cross curricular links can be made between the historical and geographical topics that are taught. For example, in Year 3 they study volcanoes which lends itself to their Ancient Rome topic where they look at the disaster of Pompeii and Mount Vesuvius. Year 5 have a unit of work called ‘settlements’ which ties in perfectly with their Anglo-Saxon topic in History. A KS2 trip to Papplewick will teach children how water was supplied in the late 1800s and it can be compared with the way in which water is supplied today.

Art

There are some geography related links with some of the artists that are studied at Mellers. Andy Goldsworthy is a very famous artist who uses nature and the outdoors to create his art. Children will be given opportunities to replicate his style of art on the school grounds. Ben Goymour is an artist who heavily focuses on landscapes, particularly coasts. Children in Year 2 will get the opportunity to meet him and learn some techniques to paint their own coasts.

ECO – Team

Each year, the school will have a carefully selected ECO-Team. Children will need to apply to become a part of the team. The ECO –Team will think of innovative ways to make the school more ECO friendly, and aim to educate their peers on this matter. Ensuring that the school grounds and community are kept clean, recycling is effective and efficient and that the school is being mindful of reducing waste will always be a priority. Each year their will be new challenges and projects to work on that will aim to increase and promote sustainability at Mellers.

Special educational needs (SEN)

At our school we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our 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 levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Children identified with special educational needs and needing additional support will be provided with an Individual Provision Map (IPM). The IPM may include, as appropriate, specific targets relating to geography. We enable pupils to have access to the full range of activities.

Equal opportunities

As a staff we endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in geography. We aim to consider cultural background, gender and language differences, both in our teaching attitudes and in the published materials we use with our pupils.

Resources

We have annual membership to the Geographical Association for high quality resources based around current research. The library is building up a good supply of topic books to support children's individual research and we also make use of topic collections from the Nottingham City Education Library service. The Google Earth app has been installed on all of the new I-pads so that children can explore different localities.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader has specifically allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

They also monitor planning and ensure that the intent for geography is being effectively implemented.

A named member of the school's governing body is briefed to oversee the teaching of geography. This governor meets with the subject leader to review progress termly and receives a written report. Where children are to participate in activities outside the classroom, for example, a visit to an outside site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

IMPACT

Assessment and recording

We expect most children to achieve age related standards or better in geography within each year group. We also look for pupils that show a greater depth of understanding. We assess children's work in geography by making informal judgements as we observe them during each geography lesson. The feedback to children policy is followed for practical and recorded work. This is an ongoing process until the completion of a unit of work. The pupils create a page in their curriculum learning journey book that is used by teachers when forming end of year judgements. Teachers must ensure that the work produced in the learning journey books, provides evidence that the objectives in the curriculum map are being met.

Children's progress and attainment per unit of study is tracked through the assessment framework on SIMS on an annual basis. The geography subject leader reports on:

- 🛡 recent development work
- 🛡 performance analysis
- 🛡 pupil outcomes in relation to development priorities, their impact on teaching and learning, and future developments.

Governors monitor the effectiveness of the school twice a year through a variety of other activities including learning walks and classroom observation as per the Monitoring and Evaluation framework in the School Improvement Plan.

Signed:

Date: