



## Geography Policy.

This policy is for Barleyhurst Park School and Barleyhurst Park Nursery.

Agreed by Governors: 15.06.2023

To be reviewed: Summer 2025

### Aims and Objectives

Geography teaches an understanding of places and environments. Through their geography work, pupils learn about their local area and begin to compare it with other regions in the United Kingdom and the rest of the world. They learn how to draw and interpret maps and begin to develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, pupils gain an appreciation of life in other cultures. Geography teaching motivates pupils to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

The aims of geography are to:

- Develop pupil's contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics.
- Develop pupil's understanding of 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.
- Develop pupil's sense of responsibility for the care of the Earth, through study of the environment.
- Develop awareness and appreciation of ethnic, cultural and economic diversity of society.
- Enable pupils to be competent 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.
- Enable pupils interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

### Teaching and Learning Style

We use a variety of teaching and learning styles in our geography lessons. We believe in whole class teaching methods and we combine these with enquiry-based research activities. We encourage pupils to ask, as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, videos, pictures and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning.

We recognise in all classes there are children of widely different abilities in geography and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Grouping pupils by ability and setting differentiated tasks to enable progression for all children.
- Providing opportunities for pupils to work in mixed ability groups, where appropriate, to aid each other and encourage discussion.
- Providing resources of differing complexity according to the ability of the pupils.
- Using teaching assistants to support the work of individual pupils or groups of pupils.



## Geography Curriculum Planning

At Barleyhurst Park Primary School we use the National Curriculum as a basis for our curriculum planning. We build on this by creating exciting topic units which incorporate our school aims and objectives. We ensure that there are opportunities for pupils of all abilities to develop their skills and knowledge of geography through carefully planned lessons.

Our curriculum planning is in two phases (long-term and medium term). Our long-term plan maps the geography topics over a year, for each term and each year group. The Geography Subject Leader develops this with each year group teacher and the Curriculum Maestro tool. We combine the geography study with work in other subject areas and adopt a thematic approach.

Curriculum Maestro allows each teacher to create a medium-term plan for each term, which lists specific learning objectives and key questions for learning. From Curriculum Maestro, we can access specific lesson plans. The class teacher can access these individual plans at any time by logging on to the Curriculum Maestro website. Teachers can also discuss all planning with the Geography Subject Leader on an informal basis.

We plan geography lessons so that pupils build on prior learning. Pupils of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up through the school.

## Foundation Stage

We teach geography as an integral part of the topic work covered during the year. We relate the geographical aspects of the pupil's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for pupils aged three to five. Geography makes a considerable contribution to the ELG objectives of developing a pupil's knowledge and understanding of the world through activities such as; collecting postcards from different places, singing songs from around the world, or investigating what makes a 'good' playground.

## The Contribution of Geography to Teaching in other Curriculum Areas

### English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some texts we use in English are geographical in nature. We organise presentations on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information all develop pupil's writing abilities.

### Mathematics

Geography contributes to the teaching of mathematics in a variety of ways. We teach pupils how to represent objects with maps. The pupils study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

### Science

We ensure pupils are given opportunities to develop scientific skills during relevant geography lessons. We incorporate pupils understanding of the nature, processes and methods of science through the use of field work. We also develop pupil's scientific knowledge and conceptual understanding of geographical processes, such as the weather and environmental issues.



## **Computing**

We make provision for pupils to use IT equipment in geography lessons where appropriate. We incorporate computing in geography to enhance their skills in data handling and in presenting written work. They research information through the use of the internet and software. We also offer pupils the opportunity to use digital cameras to record and use photographic images.

## **Personal, Social and Health Education (PSHE) and Citizenship**

Geography contributes significantly to the teaching of personal, social and health education and citizenship. The content of the subject can be adapted to raise matters of citizenship and social welfare. Pupils study how people recycle materials and can change the environment for better or worse. Geography promotes a positive concept of citizenship. The nature of the subject means that pupils have the opportunity to take part in debates and discussions. We use links in our 'Learning and Life Skills' sessions to support these key lessons from our geography units.

## **Spiritual, Moral, Social and Cultural Development**

We offer pupils in our school many opportunities to examine the changing landscape and environmental issues leading to the evolution of our planet. We encourage pupils to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development. We help pupils develop their knowledge and understanding of different cultures so they acquire a positive attitude towards others. Through teaching about contrasting localities, we enable the pupils to learn about inequality and injustice in the world. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

## **Assessment and Recording**

At the end of each topic, teachers assess the pupils based on the learning objectives covered. They update the Curriculum Maestro assessment tool, which allows the Geography Subject Leader to monitor progression across the year groups. Judgements of the work of each pupil in relation to the National Curriculum of attainment are reported to parents at the end of each school year in an annual report.

## **Resources**

Suitable resources for both key stages are stored with the relevant topic boxes for each year group. Reference books are available from the library and computing software is also available to support individual pupil's research.

## **Fieldwork**

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve pupils in practical research and enquiry. We give all children the opportunity to carry out an investigation into the local environment and to observe and record information around the school site.

## **Monitoring and Review**

The Geography Subject Leader is responsible for monitoring the standard of the pupil's work and the quality of teaching in geography. The subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject within the school. A topic book scrutiny is undertaken by the Geography Subject Leader each term to monitor and review the level of geography work completed by each year group. Pupil interviews are also held once a year to discuss what the children think of their geography lessons. This allows for pupil voice to be used and supported in the subject.