

GEOGRAPHY POLICY



“A love of learning in a Christian environment”

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2023

Next review September 2024

At Tankersley our vision is to promote: 'A love of learning developed in a Christian environment' including our aims of - aiming high & self-belief, community spirit, enterprise, enquiry and respect for others. These aims underpin development of the Geography curriculum.

Intent

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment. Whilst geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities. Through the teaching of geography, Tankersley St Peter's Primary School aims to:

- Increase pupils' awareness, knowledge and understanding of other cultures.
- Develop pupils' graphic skills, including how to use, draw and interpret maps. Age appropriate maps are displayed in each classroom, teachers refer to these in lessons to support locational knowledge and mapping skills.
- Make pupils aware of environmental problems at a local, regional and global level.
- Encourage pupils to commit to sustainable development.
- Develop a variety of skills, including those in relation to problem-solving and presenting conclusions in the most appropriate way

Implementation

Geography is taught through a variety of thematic topics, which provide KS1 and KS2 pupils with the opportunity to develop the knowledge and skills outlined in the 2014 National Curriculum Programme of Study. In addition to providing variety, our curriculum is progressive in that it allows pupils to build on previous key concepts and skills. Our progression document outlines how geographical skills and concepts are taught progressively.

In all the thematic topics, skills and understanding stated in the Programmes of Study are developed. Progression is through













1. The level of difficulty with which the material in the study unit is presented.
2. The level at which knowledge, skills and understanding are developed.

Differentiation within classes may be by the task set, but more often by the level of support and teacher expectation of outcome. Staff will use an enquiry approach to challenge more-able children

We teach geography in our EYFS classes as an integral part of the topic work covered during the year. Children work towards the Early Learning Goal 'People, Culture and Communities' which falls under the Understanding the World area of learning. Children in The EYFS will explore their immediate environment, other cultures and religions and other countries through discussion, fiction and non-fiction texts and maps, where appropriate.

Vocabulary

We have 'Subject Glossaries' that contain our subject specific Tier 3 vocabulary. Pupils have these glossaries in their Geography books when they are learning. This supports them with their understanding, application and spelling of new vocabulary.

Counties and cities in the UK What are the key features of Yorkshire and Lancashire?		
continent any of the world's main continuous expanses of land 	country a nation with its own government, occupying a particular territory 	county a territorial division of some countries 
city inhabited places of greater size, population, or importance than a town or village 	contour lines a line on a map joining points of equal height above or below sea level 	region an area that has common features but not always fixed boundaries 
population the inhabitants of a particular place 	sparse thinly dispersed or scattered 	dense closely compacted together 
resources a supply of materials that can be used by people in order to function effectively 	topographical the representation of the physical features of an area 	gradient the steepness and direction of a road or hill 

Cross Curricular links

Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of key, subject specific vocabulary.

Maths

- Pupils use their knowledge and understanding of measurement and data handling.
- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

Science

- Pupils use their knowledge of the natural world to identify and analyse features of physical geography.
- Pupils' investigative and practical skills are developed through the use of problem-solving activities.

Computing

- ICT will be used to enhance pupils' learning, for example through the use of digimaps and beebots.
- Pupils will use ICT to locate and research information.
- ICT will be used to record findings, using text, data and tables.

PHSE – Global links

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination.
- Pupils are encouraged to think about the effect of humans actions on the environment.
- Current geographical developments and issues will be discussed in the classroom, where appropriate.

Equal opportunities and inclusion

We ensure equal access for all children to the curriculum. Staff will plan activities so that all pupils are able to develop their knowledge, skills and understanding in the subject. This may include adapting teaching, objective outcomes and content in the lessons to suit different learning styles and abilities. Our curriculum will meet the current learners in the cohort and adaptations are made where necessary. Accessibility to the curriculum is always prioritised - visual aids, scaffolding, specialist equipment and other learning prompts are planned in where needed.

We recognise that children have a wide range of abilities and ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- sometimes grouping children by ability and setting different tasks for each ability group
- providing resources of different complexity, matched to the ability of the child
- using resources and aids to support the work of individual children or groups of children

Impact and Assessment, Recording and Reporting

At Tankersley feedback and assessment for learning (AFL) is integrated into all parts of the teaching and learning process. Summative assessment in geography is carried out at the end of each unit of work and recorded on O track. Assessment provides teachers and pupils with the knowledge of what has been learnt and address any gaps in learning – knowledge and skills.

EYFS, KS1 & Year 3

Teachers will identify the key knowledge they want the children to know, remember and retain for each of the 3 key objectives in their unit of work. During lesson plenary times and throughout subsequent lessons the teacher will record accurate children's responses to the questions and write on post-it notes. (In EYFS there will be a strong focus on CLL and verbal feedback, including the children's fascinations with their learning.) This will build a visual record of the key knowledge that the children have learnt for each of the 3 main objectives.



KS2 – Year 4-6

At the end of a sequence of learning sparkle and knowledge sheets will be used as an end of sequence assessment to record the children's individual knowledge retention of the key objectives. These will be kept inside the children's geography books

Assessments are used for reporting to parents at the end of the school year and to update NC individual records.

Developing and Monitoring and Subject in the Spotlight

As part of the school's drive to ensure all subjects are given equal status and to provide a broad and balanced curriculum the school has a 3-year subject overview as part of the **Subject in the spotlight**. This involves each subject lead developing a 3-year action plan for their subject area and monitoring the subject across school through work scrutiny, developing policy, keeping a portfolio of subject progression and celebration in the subject as well as dedicated time for whole school display.

Geography is developed and monitored through: staff development and training, book and work scrutiny, lesson observations, learning walks and paired enquiry. These are carried out by the Senior Leadership Team and subject lead.