

Dean Field School

Geography Policy



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Introduction

This document is a statement of the aims, principles and strategies for the teaching, learning and assessment of Geography at Dean Field Community Primary School.

Intent

Geography is the study of places and the relationships between people and their environments. When children join our school, we intend for them to embark upon a learning journey which will develop their geographical capital and to develop an understanding of our world through experience and investigation. We intend to inspire curiosity and fascination about the world and its people that will remain with them for the rest of their lives and equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key human and physical processes.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between human and physical processes, and of the formation and use of landscapes and environments. Pupils should develop their understanding of how the Earth's features at different scales are shaped, interconnected and change over time.

The curriculum enables our learners to be confident to understand, ask questions and develop a responsible attitude towards the world around them. It is concerned with the lives of real people in a real world with real events, both past and present.

Aims for pupils

Through our teaching of geography we aim to:

- stimulate children's interest and curiosity about their surroundings
- facilitate children in developing a knowledge and understanding of the human and physical processes which shape places.
- enable children to gain knowledge and understanding of places in our changing world, gain a greater understanding of the ways of life and cultures of people in other places and help pupils to make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- develop pupils' competence in specific disciplinary knowledge of: collecting, analysing and interpreting data through fieldwork; interpreting maps, diagrams, globes and aerial photographs, communicating geographical information in a variety of ways, evaluating and debating ideas and the impact of processes, phenomena and humans on the world

- provide opportunities for children to develop the vocabulary necessary to ask questions and develop research skills in order to evaluate opinions and propose solutions

learning begins in EYFS and Year 1, where pupils learn the component location knowledge of their local area, the UK, such as the names of the countries, capital cities and key human features. In Year 5 and 6, this culminates in the development of rich geography scheme, encompassing, for example, a deep understanding of Trade and Resources, biomes and Europe.

At Dean Field, pupils use a range of maps, atlases, globes and aerial images so that geography map and fieldwork skills are systematically developed. This geography progression map details the careful long-term curriculum sequencing of these essential skills. Essential geographical concepts such as the features of rivers, earthquakes and factors affecting settlement location are taught by focussing on specific locations and regions. This allows invaluable comparisons to be made between the UK and other areas of the world.

Implementation: Planning

Dean Field follows a creative curriculum whereby, all subjects are integrated into creativity topics throughout the year. To support our geography teaching in school, teachers produce knowledge organisers to help children understand key facts about their geography topic. Key vocabulary is also displayed on the knowledge organisers to work alongside our whole school focus on developing our children's vocabulary across the subjects.

Geography lessons are planned using a skill-based approach to ensure that skills acquired and those used in previous year groups are built upon as children move up through the school. Our topics are planned to be cross-curricular so that these skills can be applied to other areas of learning. Teachers liaise with colleagues from other year groups to ensure that prior learning is drawn upon and used as a foundation for future learning. The subject leader has provided all staff with the medium term plan and knowledge organiser for each topic. The subject leader then provides support and advice during planning stages to ensure that learning is well sequenced and to support the adaptation of lessons to meet the needs of the children. Links are made with other areas of the curriculum to provide opportunities for learners to apply geographical skills to their learning across the curriculum. Literacy skills are developed through report writing, debating, reading, researching, recording information and speaking and listening. Mathematics is enhanced by giving the children the opportunities to use graphs to explore, analyse and illustrate a variety of data. Scientific skills are drawn upon during fieldwork with the use of observation and recording skills. Computing enhances our teaching of geography, wherever appropriate, in each key stage. Geographical learning is carried out inside and outside the classroom, where pupils investigate a variety of people, places and environments in the United Kingdom and the wider world. They compare and contrast the different environments that they study and learn about the people that

live there. Geographical skills are developed through the use of resources such as photographs, maps, atlases, aerial photographs and GIS.

In the Foundation Stage, geographical aspects of the children's work are related to the objectives set out in the Early Learning Goals (ELGs), as outlined in Development Matters. These underpin the curriculum planning for children aged three to five as geography makes a significant contribution to the development of a child's knowledge and understanding of the world.

Teaching

The Geography curriculum is delivered by class teachers. In all classes, work is accessible, challenging and engaging for all learners to ensure that true progress is made. We intend our curriculum to be ambitious for all pupils.

Children work in a range of groupings including whole class, small groups pairs and independently.

Geography teaching focuses on enabling children to think geographically.

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Children study their local area and contrasting places in the United Kingdom and other parts of the world. The study of the local area forms an important part of the geography taught at our school and tasks are planned to build upon the children's knowledge and understanding of the local area. We encourage children to ask and answer geographical questions. We offer them the opportunity to use a variety of sources such as maps, statistics, graphs, pictures, aerial photographs, digital mapping, GIS and fieldwork in geography lessons.

The majority of geography work is completed in the red 'Creative Curriculum' exercise book, but sometimes, tasks may be completed using Seesaw; when completing geography work on Seesaw, it should be saved in the class 'Geography' folder.

Resources

Every classroom has a globe and a world map which can be referred to during lessons. All other geography resources are stored centrally in Qatar. Year group specific atlases may be stored in classrooms for ease of access. Resources are updated where applicable to meet the needs of the new curriculum. We have access to Digimaps, Oddizzi and the Geographical Association and encourage children to access these (alongside maps, atlases and globes) to carry out research for themselves, allowing them to become geographers.

Inclusion:

At Dean Field, geography is implemented and taught through our creative curriculum and teachers ensure that there is a broad and balanced coverage of the National Curriculum. Work is accessible, challenging and engaging for all learners to ensure that true progress is made. We ensure this is the case by posing thought provoking questions, setting challenging work and providing extension tasks, encouraging

learners to conduct independent research and pose their own questions. For each topic, 'Must Knows' provide a set of key facts and vocabulary; these are used to recap prior learning for retention, pre-teaching, home learning tasks and assessment. We also aim to provide opportunities for our pupils to develop their cultural capital linked to their geography learning and include school trips with a geographical focus, to the local area and beyond, workshops and visitors within school., Geography is taught across the key stages in ways that enable each child to access the National Curriculum, regardless of ethnic group, age, disability, SEND and gender. Where children have significant needs, they may be taught and assessed against BSquared geography objectives, in-line with their specific requirements. Teachers are also making use of the 'Talking Tubs' in their lessons. These tubs provide different resources to support everyone. This may include, hands on resources, examples of what will be spoken about and key vocabulary.

Monitoring

The subject leader is responsible for monitoring the standard of the children's work and quality of teaching in geography, developing the assessment and ensuring progression and continuity within the subject. This is carried out through a combination of Deep Dives with the SLT, book-looks, learning walks, lesson visits, speaking to children and teachers. Additionally, the subject leader will support colleagues in their teaching, inform staff of any current developments in the subject and provide lead and direction for geography across school. The subject leader updates resources which are needed to deliver the new curriculum, within budget restraints.

Substantive Knowledge – sets out the subject-specific content that is to be learned -i.e. the geography National Curriculum. It is the 'know what' and 'know how' of geography. This can be divided into **Declarative Knowledge** ('know what') and **Procedural Knowledge** ('know how'). **Declarative knowledge** includes: locational knowledge, place knowledge and human and physical processes – i.e. they are the facts of geography that can be declared. Declarative knowledge enables pupils to 'know like a geographer'. The fourth substantive knowledge strand of the National Curriculum is 'Geographical Skills and Fieldwork', which can be termed **Procedural Knowledge** – this is about 'knowing how to do geography' (e.g. knowing how to draw a map; knowing how to conduct a survey; knowing how to measure rainfall).

Disciplinary Knowledge – considers how substantive knowledge originates, is debated and is revised – i.e. how we create, contest and evaluate substantive knowledge over time. Disciplinary knowledge tells us how we know what we know; it is through disciplinary knowledge that pupils learn the practices of geographers. It gives an insight into the ways geographers think – how they questions, collect, analyse, interpret, evaluate, communicate and debate, and in doing so, how the facts of geography are established and revised. In other words, the disciplinary knowledge is about understanding how to think about and find out about the world geographically. Disciplinary knowledge enables one to 'think like a geographer'.

Procedural knowledge and disciplinary knowledge overlap considerably in geography and thus these sections of the progression map reflect this. They overlap because essentially, it is through knowing *how* to conduct fieldwork and interpret a

range of geographical information (procedural knowledge) that geographers learn the disciplinary knowledge of how substantive knowledge is created and contested over time.

Impact

Assessment and Feedback

All teachers use the progression document in Geography as a tool for teaching and assessment. The progression document ensures that teachers are able to understand what has been previously been taught, what they need to teach in their year group and what will be taught next. It is also a tool for identifying any gaps in pupils' learning and allows teachers to plan for this effectively. Teachers then assess children's progress by making informal judgements during lessons; this informs planning for subsequent learning experiences. Teachers will then use Target Tracker to give formal judgements about a child's progress in geography again, using the progression statements.

Children demonstrate their ability in geography in a variety of different ways and teachers assess accordingly. Challenge questions are used to deepen learning and children are expected to respond to these. On completion of a piece of work, the teacher marks and assesses the work and uses this to inform future planning. Written or verbal feedback is given to the child to help guide their progress. Once the children complete a whole unit of work, the teacher makes a summary judgement of work for each child in relation to the National curriculum objectives. The children will also complete a must know quiz based on the must know facts the children will have learned during the topic. The must know quizzes will also include knowledge facts from the children's previous topics to ensure children are constantly recapping and deepening their knowledge.