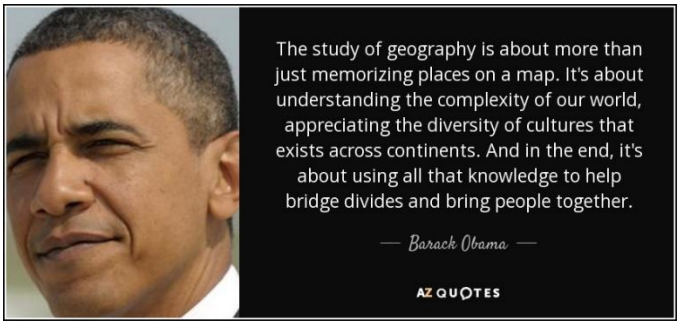
Belton Primary School

Geography Policy

(To be used with MTP, Knowledge Organisers, Progression of Vocabulary and Progression of skills)



Curriculum vision

The study of geography involves our pupils in exploring the relationship and interactions between people and the environments in which they live and upon which they depend. Many of the pupils who now attend our school will live to see the next century and inhabit a world of eleven billion people. The many opportunities and challenges that will arise during their lifetime will be very much about geography – personal, local, national and global. From adapting and mitigating the impact of climate change and predicting natural hazards such as tsunami and earthquakes, to understanding the causes and effects of population migration around the world, our pupils will need to know about geography and to think like geographers.

Learning geography helps to prepare our pupils for life in the 21st century with all of its currently unknown possibilities. In terms of what we teach in geography and how we encourage and support our pupils to learn, we seek to develop young geographers. Geographers make links and connections between the natural world and human activity. In line with the statutory requirements of the national curriculum for geography which must be balanced and broadly based, our school commits to ensuring that every pupil at every stage of learning has regular and appropriately challenging and engaging learning in geography. In addition, we will ensure that what our pupils learn in geography and how they learn it not only inspires and challenges them intellectually but also contributes to their spiritual, moral, cultural and physical development and helps to prepare them for the opportunities, responsibilities and experiences of life in an increasingly globalised world.

In accordance therefore with the importance we attach to geography our subject provision will:

- stimulate pupils' interest in their surroundings and in the rich variety of human and physical conditions on the earth's surface;

- foster pupils' sense of awe and wonder at the beauty of the world surrounding them;
- help pupils develop an informed concern about the quality of the environment and the future of the human habitat;
- enhance pupils' sense of responsibility for the care of the earth and its people and secure their commitment to promoting and living sustainable lifestyles;
- develop pupils' skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions and using an increasingly sophisticated range of technology to communicate with and explore a variety of people, places and environments across the world;
- help pupils explore values and attitudes about complex issues such as sustainability and sustainable development and develop a positive outlook and disposition;
- enable pupils to study the above across a range of places, cultures and environments and at a variety of scales, from local to global;
- foster a sense of understanding about how all peoples and communities around the world are interconnected and interdependent with each other and the ecosystems of which they are an integral part and upon which we all depend;
- help build our pupil's **cultural capital** through, in addition to providing the essential knowledge and understanding they need to be successful, enhancing their experiences and interactions with the 'awe and wonder' of the world especially through regular fieldwork in contrasting environments.

Curriculum planning and organisation

In EYFS, pupils are taught the knowledge and skills for 'People and Communities' and 'The World' using a thematic approach outlined in our EYFS Curriculum for Understanding the World (see EYFS Curriculum). The themes are linked to the Scheme of Work for Key Stage 1 to ensure progression as pupils move from EYFS to Key Stage 1.

In Key Stages 1 and 2, a rolling programme is in place to ensure that the Geography topics are taught to all pupils during each Key Stage, taking account of the mixed-age structure of our classes. We follow the Connected Geography Scheme of Work to deliver the National Curriculum for Geography throughout Key Stage 1 and 2. The scheme of work is well-sequenced, with a clear progression in knowledge, skills, concepts and vocabulary and links to other curriculum subjects. The scheme of work provides resources to support teaching and learning in Geography.

Our school has mixed age classes therefore a rolling programme is in place to ensure that all Geography topics are taught to all pupils during each key stage. Schemes of work make explicit links to Geography topics studied in previous years and key stages so that children are able to make connections and strengthen their Geographical knowledge.
Provision in geography has been carefully designed to ensure both continuity with prior learning and progression EYFS – Year 6 in:

Substantive knowledge – what our pupils will know by the end of each enquiry;

Disciplinary knowledge – the subject skills and techniques our pupils will master and apply in order to understand the significance of what they know;

Conceptual understanding – increasing awareness and application of second order and substantive subject concepts;

The acquisition of subject specialist vocabulary and technical terms in order to communicate their understanding effectively.

This continuity, sequencing and progression of geography provision is detailed in the following planning documentation:

Long term plan – which provides an overview of provision EYFS – Year 6 and how what we teach delivers the scope and ambition of the national curriculum for geography and the requirements of the EYFS *Understanding the World* area of learning.

Medium Term Plans – which detail what the pupils will know at the end of each enquiry, the disciplinary skills and techniques they will master and apply to understand the significance of what they have learned; links to prior learning and the end points of learning against which they will be assessed for both 'making good progress' and 'working at greater depth'.

Schemes of work – which provide all of the background subject knowledge for each enquiry, guidance as to how learning might be structured into 'bite size' steps, suggestions for interactive learning activities and recommendations for formative and ongoing assessment.

Learning organisers – used collaboratively by both teachers and pupils during the course of each enquiry to support knowledge building, conceptual understanding and the acquisition of increasingly specialised subject vocabulary and technical terms.

Lesson plans – which identify the key objectives, outcomes and learning activities of each teaching session in geography.

Through this careful planning and organisation our pupils' knowledge and understanding of geography develops because:

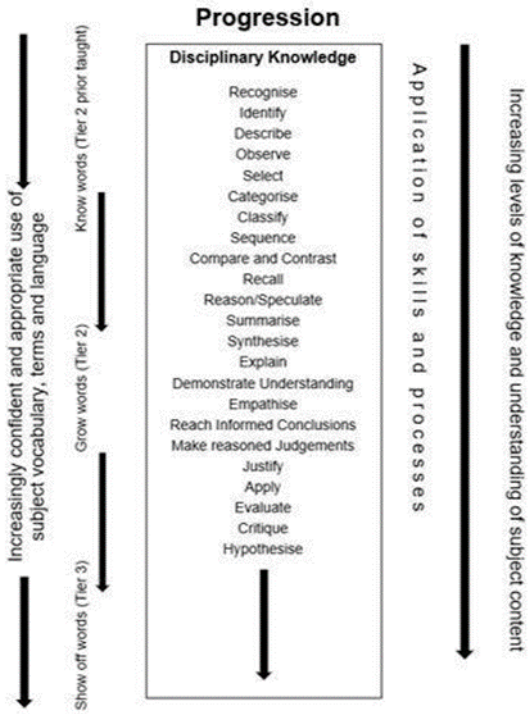
- There is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the national curriculum;
- The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
- The mastery and application of geographical techniques and skills occurs in more precise and complex contexts;
- The focus of what pupils learn becomes gradually more issues-based enabling them to explain links, patterns and processes and be more informed in their thinking and self-reflection in terms of recognising the importance of attitudes and values.

Substantive and Disciplinary Knowledge

In our Geography lessons, we ensure that both our pupils' substantive and disciplinary knowledge is built upon year on year.

Substantive Knowledge- Is knowledge and 'substance' of our curriculum e.g. locations of places, names of continents or features of something

Disciplinary Knowledge-Is skills our children develop to make sense of their world- how do we know what we know? E.g. how to read maps or carrying out fieldwork investigations.



Our geography lessons are underpinned by Geography's 'big ideas' which inform the three 'big objectives' or aspects of achievement for the teaching of geography:

- Contextual world knowledge of locations, places and geographical features.
- Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.
- Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

Geography lessons are therefore organised into one of the following 5 strands:

1. Place and Locational Knowledge
2. Human Processes
3. Physical Processes
4. Mapskills and Fieldwork
5. Interdependence and Diversity

Learning through enquiry as young geographers

We adopt a constructivist example of learning and teaching in geography which enables our pupils to learn as young geographers and to understand the kind of questions that geographers ask of the world. Through enquiry our pupils not only build their substantive knowledge and understanding but become increasingly adept at disciplinary thinking, conceptual understanding

and the use of specialised vocabulary and technical terms. We structure learning in geography through big question led enquiries about relevant geographical topics, places and themes. Our curriculum is therefore 'knowledge rich' rather than content heavy as we recognise that if we attempt to teach geographical topics, places, themes and issues in their entirety we will create a very shallow learning experience for our pupils. Consequently, we adopt a policy of immersive learning in geography that provides sufficient time and space for our pupils not only to acquire new knowledge and understanding but also to develop their appreciation of the importance of subject concepts.

Through enquiry our learning and teaching in geography is interactive and practical allowing opportunities for pupils to work independently, in pairs and also in groups of various sizes both inside and outside of the classroom. Learning activities are very varied to ensure that all pupils have opportunities to demonstrate their strengths. Similarly, we provide differentiated ways for pupils to record the outcomes of their work including the use of PowerPoint, concept mapping, annotated diagrams, improvised drama and the application of a wide range of writing genres. Only in this way will knowledge become embedded and 'sticky' and ensure that our pupils can build on what they know and understand from one year to the next.

The MTPs and schemes of work for each geographical enquiry highlight both the objectives and anticipated outcomes of the investigation – the end points of learning. They are also carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity until they reach the point where they are able to answer in full the question posed at the beginning of the investigation.

We use picture keys to ensure children understand the concept of Geography taught in the lesson. These are also seen on our working walls.

Key Strands Underpinning Geography (to be used with the Long Term Progression)

Children will be aware of these and which ones they will be using in a lesson. These will be added to books and put on the Geography Working Wall.

Geographical Concepts

Place and Locational Knowledge	Human Processes	Physical Processes	Mapskills and Fieldwork	Interdependence and Diversity
				

Fieldwork

Through our curriculum EYFS – Year 6 provision is made for regular and high-quality fieldwork which we recognise as a core element of our pupils' statutory entitlement in geography. Our fieldwork provides opportunities to develop and consolidate skills and concepts introduced in the classroom and allows pupils to extend their understanding of the 'real' world. Fieldwork provision enables pupils to become observant, to develop the skills of recording, analysis and deduction and to comprehend the questions that geographers ask of the world. Fieldwork and learning outdoors involving the testing and investigation of ideas and theories through practical exercises including observation, data collection, recording, presentation, interpretation and evaluation is therefore fundamental to the study of geography and the development of young geographers at our school. Consequently, fieldwork has been incorporated as a core element of geographical learning in each phase of learning – EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. This provision is important not only in terms of learning and teaching differentiation but also from the perspective of inclusion and cultural capital building.

Assessment

At the start and end of a unit we will assess the children's prior knowledge and at the end of the unit we will reassess the children. This helps us with our unit assessment judgements and helps us address any gaps in knowledge.

Each enquiry which forms our programme of learning and teaching in geography sets out clear objectives and outcomes for the pupils in terms of substantive and disciplinary knowledge and understanding and skills' acquisition. These outcomes are listed as 'end points of learning' i.e. the criteria against which a pupil will be judged to be making good progress. Additional criteria define what 'working at greater depth' will entail. The schemes of work also suggest a range of formative and ongoing ways in which a teacher can assess whether a pupil has achieved the appropriate end points of learning. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing in different genres. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning or address gaps in learning accordingly. At the end of each enquiry a teacher is able to make an informed and

confident 'best fit' judgment as to whether the pupil is making good progress or working at greater depth.

Inclusion

Geography forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with geographical learning and develop as young geographers irrespective of their race, cultural background, gender, sexual orientation, religion or creed. Mutual respect and the fostering of empathy and community understanding at local, regional, national and global scales lie at the heart of the study of geography and at our school we model this in terms of the inclusive nature of the learning and teaching we provide.

Ensuring differentiation and access to learning for all is a fundamental and core element of inclusion. As such we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in geography by ensuring that the challenge of learning opportunities always accords with the ability of each pupil. Therefore, in our differentiation planning we take due regard of factors such as classroom organisation, learning materials and the learning environment. We ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets and a broad range of learning and teaching strategies including questioning and working with additional adults where appropriate.

Differentiating by learning environment is as crucial as differentiating by task, outcome, learning style or aptitude and this is recognised through the inclusion of regular fieldwork opportunities in our geographical enquiries. In addition, we recognise that as well as having an inclusive curriculum and approaches to learning and teaching our assessment procedures must also be inclusive. To this end our formative assessment methods are holistic and wide ranging, valuing oracy and practical outcomes equally alongside more conventional written responses.

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

Connecting geography to other areas of the curriculum

In our planning we have made, where appropriate, meaningful links with other subject areas of the national curriculum and these are detailed in the enquiry schemes of work. In particular careful consideration has been given to supporting the development of reading and writing. Making such links are important because they highlight to pupils the interconnectedness and interdependence of the world. However, we also recognise the importance of ensuring that the incorporation of cross-curricular links, particularly in relation to English and Mathematics, always add value to the building of geographical knowledge and understanding. High levels of literacy and numeracy in geography should always be matched by equally high levels of subject knowledge and understanding.

Enrichment

The Geography Curriculum is enriched in a variety of ways including:

- visits to the locality and wider area
- residential visits to the Derbyshire Peaks
- workshops from visiting specialists
- themed curriculum days
- Forest school (see plan)

Marking (see policy)

All work is expected to be marked and any misconceptions addressed. If verbal interactions or support has been provided, this is indicated in the books using symbols outline in our Marking policy. Written questions provided by the Teacher are expected to require a response from the pupil and will consolidate their thinking or encourage them to make progress.

Monitoring, evaluation and professional development

Monitoring activities undertaken by the subject lead for geography are planned across the year as per the monitoring calendar and can include the following:

- staff meetings to analyse samples of pupils' work in geography to moderate standards to ensure consistency and to inform colleagues of subject developments at local and national levels;
- lesson observations to ensure that learning and teaching is appropriately engaging and challenging and that appropriate progress is being made by all pupils;

- the sampling of pupils' work to ensure that expectations in terms of subject outcomes are being maintained through the curriculum;
- meetings and discussions with pupils from across year groups.

An important outcome of this ongoing monitoring and evaluation will be the identification of professional development needs amongst colleagues. The subject lead will, in the context of whole school priorities seek to address these through engaging appropriate external and internal support. The subject lead uses the intelligence gained from monitoring and evaluation provision to update the school development plan and inform the priorities for the annual **Action Plan for Geography.**

Governance

The named link governor for Geography is responsible for meeting with the subject lead to examine the effectiveness of the policy and any actions/ impact of the school improvement plan relating to Geography.

Catrin Yendall
April 2022
(to be reviewed April 2023)

Appendix

Disciplinary Knowledge	Exemplification
Recognise	Name and point out who or what something is e.g. a tree in the school grounds or a Queen being crowned in a painting.
Identify	Distinguish something or someone from others that may be similar e.g. oak trees from other trees in a wood or a castle from the buildings that surround it.
Describe	'Say what you see'. Give an account in words of something or someone e.g. an erupting volcano or some of the events leading up to the sinking of the Titanic.
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. the number and size of Spanish galleons in a painting of the Armada compared with the ships of the English navy, or that some places along a coast are being eroded by the sea faster than others.
Select	Decide upon and choose that information considered most suitable or relevant to answer a question e.g. from a range of eight possibilities select three factors more likely than the others to

	have caused the Great Fire of London to spread so quickly or the three most significant factors causing annual flooding in Bangladesh.
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics e.g. creating two sets of the potential advantages and disadvantages of building a new international airport in London or sorting photographs depicting the lives of different social classes in Victorian Britain into different collections.
Sequence	Place a set of related events or things that follow each other into an order e.g. the events leading up to William the Conqueror invading England or a timeline of devastating bushfires in Australia.
Compare and contrast	Find similarities and differences e.g. between the geography of the local area of the pupil's school and that of the immediate environment surrounding a similar sized school in Borneo, or the ways of life of people living in the New Stone Age compared with how many lived in the Old Stone Age.
Recall	Remember and recount something learned or experienced e.g. recollect from visits the main reasons why Warwick Castle was built where it is or how a local river changes from its source to mouth.
Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. why Iron Age people in Britain built so many hill forts and compounds or why earthquakes are generally more hazardous to people around the world than volcanoes.
Summarise	Outline or sum up briefly the main points about something e.g. how Fair Trade works or the main factors leading up to all women over the age of 21 years old receiving the vote in 1928.
Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g. the deforestation of tropical rain forests or why life expectancy in Britain remained less than 40 years until around 1800.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. why most of the great stone cities of the Maya were abandoned by AD 900 or why competing demands make managing Britain's National Parks a challenge.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. the life of Native American Arctic whale hunters or why Elizabeth I encouraged privateers to attack, rob and sink foreign ships wherever they could be found.
Informed conclusion	A knowledgeable summing up of the main points or issues about something e.g. why there are increasing numbers of wind and solar farms to be seen in Britain or some of the benefits and disadvantages of the British Empire over time.

Reasoned judgement	A personal view or opinion about something supported by factual evidence e.g. an argument for banning all single use plastic or the dropping of atomic bombs on Japan in 1945.
Justify	Give reasons to show or prove what you feel to be right or reasonable e.g. which of the many medical advances of the 19th century was most significant and why or what should be done to reduce virtual water use by people in the UK.
Apply	The transfer of knowledge and/or skills learned in one context to a different context e.g. awareness that the process or river erosion by bank undercutting is the same as the erosion of coastal cliffs by waves and recognising that the causes of wars or invasions are much the same down the centuries.
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. the costs and benefits of planting 1.5 billion trees in Britain or consider which factor was most significant in the Roman invasion of Britain.
Critique	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g. how reliable is the Bayeux tapestry as a description of the events of the Norman conquest and why might the imagery on a website promoting a location as a holiday destination not be entirely reliable?
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. that in Ancient Egypt Tutankhamun was murdered or that ice sheets could be towed from Antarctica to reduce water shortages in southern Africa.