

NORTHCOTE PRIMARY SCHOOL

Caring, Learning, Growing.

GEOGRAPHY POLICY

THE AIMS OF GEOGRAPHY AT NORTHCOTE PRIMARY SCHOOL

'Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me, Geography is a great adventure with purpose' Michael Palin.

Geography is a statutory foundation subject in the National Curriculum. Aspects of it also appear in the Early Learning Goals of the Early Years and Foundation Stage. Through the teaching of Geography at Northcote Primary School, we aim to provide our children with a broad and balanced curriculum that enables them to acquire a good understanding of events, people and places in the present. Through their study and enjoyment of Geography, we will help children to develop their geographical skills and lay the foundations of knowledge and understanding that, as they grow and develop, will enable them to become more confident, caring, tolerant citizens of the 21st century.

Non-Statutory Guidance:

The study of Geography at Northcote embraces this statement and uses it as a foundation for planning a programme of study at K.S.1 and K.S.2. We should reflect in our teaching the overall aims and objectives of our school and fulfil the statutory requirements of the National Curriculum.

School Aims:

Intent:

At Northcote, we intend is to inspire children with a curiosity and fascination about the world and its people. Children will gain 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. We intend to develop children's competency in the geographical skills using fieldwork, maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Our aims are to:

- inspire in children, a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- equip children 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.

- develop a growing knowledge about the world to deepen their understanding of the processes that give rise to the key physical and human geographical features of the world.
- enable children to learn and explain how the Earth's features at different scales are shaped, interconnected, and change over time.
- develop their knowledge of the location of places of global significance, their defining physical and human characteristics and how they relate to one another.

Implementation:

In the geography curriculum, lessons are structured and organised in accordance with NC objectives. Progression is built into each unit with skills and knowledge that enable all children to make at least good progress in all year groups. We introduce an overarching enquiry question that allow the children to think critically and use the subsequent lessons to further build their knowledge and skills.

The components of geography curriculum consist of:

- **Substantive content** – This is the content that children learn in geography; the building blocks of factual content expressed through accounts (stories, descriptions, representations, reports, statistics, source material, commentaries, explanations, and analyses) and the vocabulary (concepts, terms, technical language) that enable children to move about within their own knowledge, to read and to communicate. Consequently, children gain the internal reference points that allow them to recognise the patterns, notice the contrasts, ask the questions, and discuss the options that the disciplinary content will demand.

- **Disciplinary content:** This is how our children will think about geographical questions using concepts of place, scale, space, distance, interaction, and relationships that exist between these. We teach our children to develop the geographical skills needed to begin to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. Children will interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and geographical information systems. They communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

To develop **oracy skills**, encourage children to express and opinion; backing it up with facts and information gathered from previous research.

Impact:

Prior knowledge is reviewed at the beginning of each new unit of work and continuously during the unit. The current recovery content from previous year groups ensures that the progression of skills and knowledge continues to build on prior knowledge before new knowledge is learned. Assessment is ongoing and takes place during each unit of learning to check on progress (knowing and remembering more) and inform future teaching. An assessment task at the end of each unit is completed to review pupil's progress and attainment. These assessment tasks (Big question, quizzes, questioning) are used to inform teacher assessments so that an evaluation of children's achievement against national curriculum expectations can be determined.

The Geography coordinator will monitor the work by collecting a selection of Geography books assessing coverage, knowledge, engagement and enjoyment through pupil voice, in line with monitoring policy. Geography will be reported annually to parents using the work the child has completed in the study unit for reference.

Planning:

All planning aligns with the NC objectives. Planning consists of 2 stages: a long-term plan to map the year group sequence of learning, medium term planning that focus on the plans for the sequence of lessons within a unit and reflect the learning intent, activities and tasks, as well as the specific vocabulary that children will learn.

Foundation and Reception

Throughout early years, we ensure children gain an understanding of daily routines and the seasons of the year. We focus on learning the timeline of the year by learning about seasons, months of the year, birthdays and important dates (Christmas, Easter, Diwali, Chinese New Year, etc.). During children's time in EYFS, they have plenty of opportunities to learn about local environment through the variety of topics we cover as well as having the chance to observe the difference between new and old buildings. In EYFS, we teach topics based around children's needs and interests and therefore the Geography we cover may differ from year to year.

In KS1, geography is taught through a topic-based theme. Teachers plan exciting activities that give children the opportunity to gain substantive knowledge and develop their geographical skills. Cross-curricular links are encouraged so that children can further develop their understanding of the world.

In KS2, topic-based lessons are planned to develop their understanding of world around them and stimulate their curiosity in places and people. Teachers plan exciting activities and tasks that give children the opportunity to gain substantive knowledge and develop their geographical skills. Cross-curricular links are encouraged so that children can further develop their understanding of the world. Units are planned in six lessons to be taught each half term, with an assessment task opportunity at the end of the unit.

SEND:

In line with the School's SEND Policy, each child has an equal entitlement to all aspects of the geography curriculum. Activities and tasks are adapted to scaffold their learning and full participation is highly encouraged. All participation is valued equally and encouraged amongst all children

Continuing Professional Development:

Staff are kept up to date on current thinking, new teaching methodologies and ideas through staff meetings and INSET. CPD is available where possible for staff who need to improve their understanding of the requirements of the national curriculum, new research, and new methodologies as well as assessment strategies.
Whole School

Resources

KS1:

Resources are held within the year group requiring them.

KS2:

Reference books are held in book shelves at each end of the Key Stage 2 corridor. Sets of class books to be held in specific year groups along with boxes holding any other relevant resources to that topic. Each class is expected to have reading resources in their reading area, allowing children the opportunity to research a historical class topic and read for pleasure. Resources are held within the year group requiring them.

Display

Every teacher should display children's work at regular intervals. Displays should be engaging, stimulating and informative using any available photographs, posters and artefacts. Books should demonstrate clear progression and displays should highlight disciplinary vocabulary taught during a topic as well as children's application of the vocabulary (In writing, diagrams or labelling photographs etc)

Use of Technology

Computing will be used to support the Geography curriculum especially in line with the aim to acquire information from various sources and record information and findings in various ways. Computers (Microsoft Word, PowerPoint, etc.) and iPads (Pages, Keynote, iMovie, etc.) used to record findings from the internet is encouraged. The school website, Twitter and other social media platforms are considered a great way of sharing the geographical learning that takes place throughout the school – upon which we often display outstanding outcomes by our children.

Co-ordination

Whole school planning for the implementation of Geography will be undertaken by all staff. A Geography audit will be undertaken each year by the co-ordinator for inclusion in the school development plan with a view to acquiring more research resources and artefacts for the children to handle.

Health and Safety

Safety should be of paramount importance; visits out of school to other establishments should be well supervised, and be risk assessed in line with L.A. procedures.

Teaching and Learning Strategies

A wide range of strategies will be used as applicable. Pupils may work individually, in pairs, small groups or as a class. The pupils will learn through a combination of teacher exposition, research and educational visits and from other expert adults.

Policy Review

This will be undertaken by the co-ordinator in consultation with the staff and senior management team.

This policy can be viewed in different formats.

Member of staff responsible:
Date Policy written:
Date reviewed:
Date to be reviewed:
Date approved by Governors:
Signature of Chair of Governors:

Mr Burbridge
September 2022
July 2024
July 2025