

Stoneferry Primary School



Geography Policy

Approved by governors: Yes

Next review: January 2022

Geography Intent, Implementation and Impact Statement

The Geography curriculum at Stoneferry is structured into four key areas of learning:

- **Geographical skills and field work**
- **Human and Physical Geography**
- **Locational Knowledge**
- **Place Knowledge**

In addition, to these areas, the school provides children opportunities to consider the importance of sustainability and builds in these opportunities under a fifth area of:

- **Responsibility**

To address these five areas the Geography curriculum at Stoneferry Primary is taught through a series of key concepts. Second order concepts form the basis for all year groups to learn these key concepts and provide consistency of approach throughout the school.

A range of key concepts are explored through each Geography unit and provide lenses through which to consider different aspects of Geography. These concepts are revisited through different year groups as children move through the school to deepen their understanding and build their understanding progressively. Units are planned so that hierarchical knowledge is learnt at the appropriate points and further learning is cumulative each year.

Learning wherever possible is linked to the local area, however, the school understands the importance of providing a wider aspect of Geography too, to improve the children's understanding of the world around them. In addition, every opportunity is given to promote the acquisition of language, vocabulary and to develop their speech and language skills.

Implementation

To deliver the key concepts, second order Geography concepts are taught and applied through each unit and build progressively as pupils move through the school. Pupils will also explore Geography through these second order concepts in all year group promoting consistency across the school. A Geography progression document identifies the key knowledge and objectives required for each year group to teach all of the key concepts to the children. These objectives are ordered throughout the year carefully so that learning is embedded and deep.

Sequences of lessons are provided by the subject lead for Geography and are structured round a teaching sequence. At all times opportunities to develop vocabulary, written and oral expression and speech and language are promoted. Expected outcomes are provided for all staff.

The Geography curriculum makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the geographical history of Hull. The coast, fishing ports, River Hull and local museums all form an important part in enriching the children's understanding and broadening their knowledge.

By the end of EYFS children will:

Begin to understand how they are part of their own locality which is part of a bigger world. They will learn about different people and communities and use speaking, listening and

understanding to develop and explore these in greater detail linked to broad overarching topics.

By the end of Key Stage 1 children will:

Use and make a range of geographical resources such as photos and maps to locate features in their locality and the world. They will understand the principle of directions and look at land use, climate and physical features of Great Britain and other locations in the world. Children will begin to understand also their own impact on the world.

By the end of Key Stage 2 children will:

Be able to compare their own locality to different locations around the world. They will conduct simple fieldwork to exemplify common geographical processes and develop an understanding of map work such that these features can be examined and identified in a wider context. Children will gain knowledge of the impact of humans on the landscape and recognise the impact of themselves and that of nature in shaping the world in which they live.

All children have access to the Geography curriculum with work being tailored appropriately for children with SEND. Children will learn through similar activities, with final outcomes modified to suit all needs.

Impact

The impact of learning is measured against the key concepts and key objectives within sequence of learning and is a measure of how much knowledge has been acquired. This may be through use of quick quiz assessments or longer written or oral outcomes to demonstrate understanding.

Assessment is stored using the Integris assessment system, which provides a clear overview for the subject lead of standards across the school.

Regular monitoring of work and pupil voice is used to moderate judgements which are made, and where learning is not secure, additional learning takes place to address this.

How Geography is taught at Stoneferry

The National Curriculum is followed across all year groups. There is a clear progression of skills throughout the school so that children acquire the necessary knowledge.

We use a variety of teaching and learning styles in geography lessons. Our principal aim is to develop children's knowledge, skills and understanding whilst promoting speech and language at all times. This is done through whole-class teaching; small group enquiry based tasks and educational visits. In some cases, the teaching of geography is blocked into one half term each term so that the children can focus entirely on this subject.

Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work is differentiated to aid children's learning. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school so key skills which are hierarchical are planned progressively where necessary and build from year to year.

Geography in the Foundation Stage

Geography in the foundation stage is taught under the umbrella of 'Understanding of the World'. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The children work towards achieving the following relevant Early Learning Goals:

- know about similarities and differences in relation to places, objects, materials and living things
- talk about the features of their own immediate environment and how environments might vary from one another.

Resources

We have a range of resources in school to support the teaching of Geography. These are stored in a designated area within the school and are easily accessible to all staff. The library contains and supply of reference books which can be used in specific topics. Pupils have access to iPads and laptops to enable them to carry out research online too.

Cross-curricular links

Geography can be linked with almost any subject in school. Particularly:

English: Some of the texts that we use in English are geographical in nature. Children develop oral skills through discussing geographical questions, debating topical issues or presenting their findings to the rest of the class. They develop their writing ability by composing reports, explanation texts or persuasive arguments.

Maths: Children learn to analyse data, read maps, plans, thermometers, and rain gauges. The use of fieldwork data, timetables and charts contributes to the children's mathematical understanding.

Computing: It enhances their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use digital cameras and iPads to record and use photographic images or videos.

PSHE: Children learn about the impact they have as human beings on the world around them and consider how their behaviour can alter the course of the future.

Assessment

Assessment of geography is done through judgements made against year group objectives. This could be through quizzes, written and oral outcomes or through observation within lessons.

Equal opportunities

At this school we believe that all pupils have the right to be taught geography regardless of their ability, gender, race or cultural background. We take positive action to ensure that pupils achieve the best possible progress.

Review

This policy is to be reviewed every 2 years.

Reviewed: January 2020.

Next review: January 2022.