



WHITEHALL PRIMARY SCHOOL

Geography Policy

Our Geography curriculum has been designed to promote the principles from Whitehall Primary School's curriculum vision: for children to be curious, have aspirations and to be independent.

Within each Geography unit, there are lessons where children learn about countries around the world that they may be unfamiliar with. We want pupils to show curiosity, by asking questions and taking an interest in learning about the human and physical geography of places different to their normal environment.

Our curriculum has been designed to demonstrate a progression of geographical skills from EYFS to Year 6. Through teacher-led input and collaborative work, the children are then challenged to apply these skills independently during lessons, in fieldwork and especially when completing their 'innovate' project at the end of a unit.

Finally, we ensure to deliver lessons on sustainability, climate change and address current, global issues. We encourage pupils to take responsibility for the world that we live in and have aspirations of wanting to improve the future of our planet.

Intent

At Whitehall, we believe that Geography plays a vital role in a broad and balanced curriculum, and that it is given the same status as any core subject to allow children to build on their geographical aspirations. Fostering curiosity and a lifelong love of the natural and human aspects of the world is central to our philosophy of teaching Geography. With an ever-changing world on our doorstep, it is imperative that children are given opportunities to develop independence at every stage of their education and to deepen their understanding of the world and community they live in.

At the heart of the curriculum, will be an emphasis on skills, facts and practical experience. Children will embark on a geographical journey; pupils will be immersed in the exploration of local, national and international differences, and through investigation, analysis and critical thinking, children will be inspired to understand the planet they call home. By the time they depart Whitehall, we want all children to have a comprehensive understanding of how landscapes and environments are defined by the interaction between human and physical processes, and that the formation of Earth, and its features, have, and will continue, to evolve over time.

1 Aims and Objectives

- 1.1 Geography teaches an understanding of places and environments. Through their work in Geography, children learn about their local area and compare life in this area with that in other regions in the United Kingdom and abroad. The children learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography

teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

1.2 The aims of Geography are:

- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving , investigation and how to present their conclusions in the most appropriate way.

2 Teaching and Learning Style

2.1 At Whitehall, lessons are broadly taught in mixed ability classes and are structured to incorporate individual, paired and team work. Collaborative learning skills in particular are encouraged. In our Geography lessons, we incorporate enquiry-based research activities where children are asked to work collaboratively together. The children are encouraged to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs and we enable them to use ICT in Geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or the use of the internet to investigate a current issue.

2.2 Throughout the school, we are very aware that there are children of widely different geographical abilities. As a result, we take care to provide a suitable learning environment and atmosphere for learning opportunities for all children. This is accomplished by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children in mixed abilities, so children offer peer support to one another;
- providing resources of different complexity according to the ability of the child;
- using adults to support the work of individual children or groups of children.

3 Implementation

- 3.1 Geography is planned to meet the requirements of the National Curriculum. Whitehall uses Curriculum 22 scheme by Cornerstones Curriculum Maestro to support with resources and planning Geography, where the lessons have a clear sequence and progression. Lessons and learning intentions have been adapted to help fulfil our intent. The curriculum progression map indicates the schemes of work covered from EYFS-6 and is aligned to our curriculum values: curiosity, aspiration and independency.

Our curriculum planning for Geography is in three phases: long, medium and short term. Long term planning maps the Geography topics studied during the year. Curriculum Leaders have created medium term plans (MTP) for every topic, which include the key vocabulary that needs to be taught, the sequence of lessons, learning intentions and the key knowledge and skills for every lesson. On the MTPs, Curriculum Leaders have also highlighted lessons where local links (to Evington, Leicester or Leicestershire) should be made. The short term plans (STP) are taken from Curriculum 22, where teachers will then write adaptations to include differentiation, challenges and notes on any changes that they have made for that lesson. If Curriculum Leaders have chosen to change the input or activity of that lesson, these adaptations will have also been made on the STPs.

Lessons typically follow the sequence suggested by Curriculum 22. The first lesson is called Engage. Engage is a short stage in which children take part in a memorable experience to stimulate their curiosity, ask questions and talk about their prior learning. They are introduced to the required baseline knowledge to support future learning. The teacher then implements the Develop Stage. This is a longer stage, where children delve more deeply into the theme, explore and acquire new skills and knowledge, revisit previously acquired skills and knowledge, make links between subjects, explore, make, read and write for a variety of purposes across the curriculum. Once children have acquired the knowledge and skills within the theme they are studying, they move onto the Innovate stage. Innovate is a crucial opportunity for children to return to previous skills and knowledge and apply them in new contexts. Finally, the Express stage or the Evaluation stage as Whitehall Primary have adapted it to, gives children a structured opportunity to reflect on their learning, test their knowledge and celebrate their achievements. Children revisit knowledge organisers and are provided with a mini-quiz to help them retain the knowledge and skills they have learned.

- 3.2 Planning is evaluated and annotated after each lesson is taught. Teachers will make notes on their digital timetable (on Curriculum Maestro) commenting on what went well during the lesson or areas that will need to be revisited. Curriculum Leaders and the Deputy Head teacher will monitor this to ensure that it is being done regularly. This will inform teachers on areas that will need to be revisited during the Summer Term revision lessons.

4 Early Years Foundation Stage (EYFS)

- 4.1 Planning in the EYFS meets the requirements of the Statutory Framework for Early Years Foundation Stage (EYFS) 2021. We teach Geography in the Foundation Stage as an integral part of the topic work covered during the year. The EYFS Development Matters 2021 non-statutory guidance statements are used alongside the learning intentions in the Curriculum 22 scheme to create a sequence of progressive plans. Using Curriculum 22, we are able to relate the geographical aspects of the children's work to the

objectives set out in EYFS, which underpin the curriculum planning for children aged three to five. Every lesson has a learning intention, key knowledge and skills highlighted for teachers to then adapt on the STP. Overall, Geography makes a significant contribution to the EYFS objectives, by developing a child's knowledge and understanding of the world, through activities such as collecting postcards from different places, reading stories from around the world, or looking into the local area. Further guidance can be found in Early Years Foundation Stage (EYFS) policy.

5 Contribution of Geography to Teaching in Other Curriculum Areas

5.1 English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the English framework are geographical in nature. For example in KS1, we use the book, 'Topsy and Tim visit London' to develop the children's knowledge and understanding of their topic: 'Bright Lights, Big City', where the children embed their knowledge on the human features of London. In KS2, we organise debates on current, global issues because we believe that these develop speaking and listening skills. The children will also write about environmental issues through newspaper reports, letters and diary entries to develop their writing abilities.

5.2 Maths

Geography in our school contributes to the teaching of mathematics in a variety of ways. In the early years, children learn to use positional language and we teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

5.3 Computing

We make provision for the children to use the computers/iPads/laptops in geography lessons where appropriate. Throughout the year groups, we encourage the use of Google Earth, Google Maps and aerial photographs. We incorporate computing in Geography planning in KS2, and it is used in EYFS/KS1 when appropriate. Children use computing in Geography to enhance their skills in data handling and in presenting written work, as well as using the Internet to conduct research. We also offer children the opportunity to use iPad cameras to record and capture photographic images, especially during observational fieldwork.

5.4 Personal, Social and Health Educations (P.S.H.E.) AND Citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. The subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Also, the nature of the subject means that children have the opportunity to take part in debates and discussions. Geography in our school promotes the concept of positive citizenship.

5.5 Spiritual, Moral, Social and Cultural Development

We offer children in our school many opportunities to examine fundamental and philosophical questions in life through the medium of geography. For example, their work on changing landscapes and environmental issues lead children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

6 Teaching to Children with Special Educational Needs & The More Able

6.1 At Whitehall Primary School, we teach Geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all the children. Through our Geography teaching, we provide learning opportunities that match the needs of children with learning difficulties and we take into account targets set for individual children in their Education Health Care Plans (EHCP). The More Able members of classes are also provided with opportunities to extend and broaden their knowledge, as teachers plan 'challenge tasks' which More Able pupils are expected to move on to.

7 Teaching to Children with EAL

7.1 In our teaching of Geography, we are sensitive to the needs of those children with English as an additional language. Support is given where necessary to help in the understanding of geographical vocabulary and language. In these lessons, physical or pictorial resources are encouraged as well as the use of digital devices.

8 Impact

8.1 Pupil tracking is taking place in Geography throughout EYFS to Year 6; through a system of teacher assessment. Expectations of attainment are judged by teachers and levels are then indicated against the learning intention after each lesson on Curriculum Maestro. Teachers will indicate whether the child has attained, partially attained or not attained the lesson's learning intention. By the end of the unit, this system will provide a log of data to show how each child has performed and will identify areas where the child has struggled.

8.2 In addition to this, the children will create an 'assessment mind map' at the start of every unit to show what they already know about their topic. At the end of the unit, the children will then complete the mind map to demonstrate any new knowledge and skills that they have acquired. Teachers will also incorporate 'mini quizzes' within their lessons to assess what learning the children have retained and is used as a tool to address any misconceptions. This an opportunity for children to recap on prior learning

from so they can make connections with previous learning in the year or the Key Stage before. At the end of the year, teachers will use these methods of formative and summative assessment to allocate each pupil with a grade in Geography, which will be shown on their school reports.

- 8.3 Feedback is provided in three ways: immediate, summary and review. Immediate feedback is usually verbal; in response to questioning, observations and in gathering evidence from pupil's work. Summary feedback is done through self or peer assessments may be used against the learning intentions. Review feedback track a pupil's understanding, how targets could be met, and encourages the pupil to implement the strategies suggested. A response to marking may be used to check for pupil's understanding. Please refer to the Marking and Feedback Policy.

9 Resources

- 9.1 In school, there are various resources available which enable us to teach all the Geography topics from EYFS to Year 6. Throughout KS1 and KS2, each class has a set of atlases and a globe placed in their classroom. Depending on the lesson being taught, there are also a range of maps that teachers will use: ordnance survey maps, floor maps of the UK, time zone maps, climate zone maps and large vinyl maps of the world. Our compasses, iPads and ordnance survey maps are especially useful when the children take part in fieldwork lessons.

10 Fieldwork

- 10.1 Fieldwork is integral to high quality geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.
- 10.2 In the Foundation stage and at Key Stage 1, all children carry out an investigation into their local environment and we give them opportunities to observe and record information around the local area. In Key Stage 2, the children will also do a study of the local area where they will be given a geographical enquiry question to investigate. The children will be taught how to gather data, present their findings and draw conclusions to answer their enquiry question. We also offer the opportunity to take part in school trips where the children can experience learning outside of the classroom and to practise their fieldwork skills, in relation to their Geography topic.

11 Monitoring and Reviewing

- 11.1 The Curriculum Leaders and Deputy Head teacher are responsible for monitoring the standard of the children's work and the quality of teaching in Geography. Monitoring work takes the form of planning scrutiny, lesson observations or learning walks, book scrutiny, pupil and teacher interviews. Curriculum Leaders are also responsible for supporting colleagues in the teaching of Geography, to be informed about current developments in the subject and for providing a strategic lead and direction for

the subject in the school. The Curriculum Leaders will give the Head Teacher and Governors an annual action plan in which they will have evaluated the strengths and weaknesses of the subject and indicate areas for further improvement.

- 11.2 Curriculum Leaders will be monitoring to see whether teachers are taking responsibility for the planning and teaching of Geography. Teachers must follow the curriculum progression map from EYFS to Year 6, detailing the composites or the end points, which are sequential and ensures knowledge and skills are built up over time. The composites are further broken down into components which are detailed in the medium term plans. Lessons should reflect the content and challenge of the curriculum and is adapted to ensure it is tailored to meet the needs of all pupils, including SEND, EAL and disadvantaged pupils, to give them the knowledge and cultural capital they need to thrive.

Teachers are responsible for ensuring that our curriculum values are embedded throughout geography lessons, by providing enriched opportunities. The Curriculum ensures that academic success, creativity, problem-solving, responsibility and resilience as well as the well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. Examples of opportunities can be found in the Teaching, Learning and Assessment Policy.

Once Curriculum Leaders have monitored and evaluated the impact of teaching, they will deliver feedback to class teachers, the Deputy Headteacher and the Headteacher on their findings and identify the areas which require improvement.

12 Links to Policies

Teaching, Learning and Assessment Policy
Curriculum Policy
Early Years Foundation Stage (EYFS) policy
Marking and feedback policy