

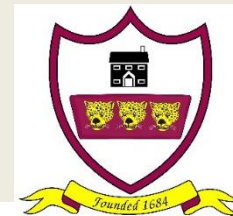
GEOGRAPHY POLICY

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."
Barack Obama

We hope a broad, exciting and enjoyable geography curriculum will allow our children to appreciate and experience the world around them hoping to inspire pupils with a curiosity and fascination about the world that will inform decisions throughout their lives.

Immersing children in other cultures, we believe, will nurture a greater appreciation for the world we live in, develop aspirations and help them recognise the importance of sustainable development for the future of mankind.

Aims of the Geography Curriculum



Reception and KS2 children presenting their Geography day work to the whole school.

What we intend to do

At Brabin's Endowed, we believe that Geography is an essential part of everyday life. It helps to provoke and provide answers to questions about our world. Children are encouraged to develop a greater understanding of the world, nurturing a further appreciation for their place in it.

The curriculum at Brabin's Endowed allows children to develop both knowledge and skills that are transferable to differing curriculum areas, promoting their development. Our aim is to inspire a curiosity and fascination for the world and its people, by promoting the children's interest and understanding of diverse places, people, resources as well as natural and human environments alongside an understanding of the Earth's key physical and human processes.

Supporting Learners in Geography

HOW ALL LEARNERS ARE INCLUDED

At Brabin's Endowed we recognise the fact that in all classes there are numerous learners, each with individual needs. We ensure all pupils have access to the full range of activities involved in learning Geography and are given the opportunity to showcase their skills and knowledge. If progress falls significantly outside the expected range, the child may have Special Educational Needs. Where needed, children may have an Individual Support Plan to target specific areas. This may include additional support from a teaching assistant or access to a tailored intervention programme designed to meet their needs. Learning may be differentiated by outcome, by support, by task or by resources. This will include:

- Setting open-ended tasks
- Incorporating gradual increases in difficulty of tasks across the curriculum
- Taking ability into account when grouping children for activities – either setting mixed ability groups or differentiating work.
- Providing resources of different complexity with scaffolding to best meet the individual's needs.
- Delivering a differentiated curriculum that allows students to access geography in the most preferable or suitable way for each individual.

More Able Learners in Geography

HOW LEARNERS ARE CHALLENGED

All children are challenged through quality first teaching within every Geography lesson. Children will be encouraged to 'aim high' and be the best they can be. Using this culture their achievement will be recognised and valued.

We encourage the children to ask questions and think critically about the answers and conclusions reached, without just accepting them immediately. They will be encouraged to connect new knowledge with prior knowledge to help construct their own meanings through investigative work. This will be done through field work which all children will have the opportunity to do each year.

Children that have a keen interest within geography will be supported and encouraged to pursue further research and develop intrigue. All children will have the opportunity to join the Eco-Committee and use their love of geography to help the school environment, taking a leading role within the school.

All children will access...

- A well-resourced collection of geography equipment and resources to help enhance their learning.
- A range of engaging units of study e.g. Earthquakes and Volcanoes or the Hot and Cold places of the Earth.
- An opportunity to take part in fieldwork each year.
- An opportunity to explore our local area including the fells, hills and villages on our doorstep.
- A wide range of physical and digital maps as well as aerial photographs of the local area for comparison.
- Videos and physical resources found at the places that we may be unable to travel to or experience first-hand.



PARENTAL INVOLVEMENT

Opportunities to share children's work will be taken. There are numerous ways that we share children's work with parents and opportunities are planned for and arranged throughout the year. This may include:

- Assemblies where the parents are invited in so the children can share their work.
- Sharing images and video on the school's website and social media channels.
- Class presentations and performances during Open Evenings (could be sharing knowledge of other cultures through songs or reading of writing).

Implementation

What Geography will look like

Geography at Brabin's Endowed is taught in units throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each unit and topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. This can also be supported through grouping and class organisation.

Cross curricular outcomes in geography are specifically planned for, with strong links between geography. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Our teaching sequence will be:

- **Locational Skills**
Identify and locate their place of interest using maps, aerial photographs, the internet and other sources of information.
Vocabulary – human and physical features to be included
- Understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context.
- All pupils will access language from their knowledge organisers and knowledge walls within the classroom. Application-outdoor learning
- Use the outdoors to understand process, map reading skills, directional language, to develop their fieldwork skills based on their learning
- Apply their knowledge from their topic to the world around them locally and globally.
- What could/should the world be like in the future?
- What can we do to influence change?

These connections can be made across other subject areas (History/PSHE/Science) Geography Scheme of Work:
Geography Scheme of Work:

Cycle A (25/)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/		The United Kingdom	Local Study		Continents and Oceans	
Year 3/	The Rhine and the Mediterranean	Population	Coastal processes and landforms	Tourism	Earthquakes	Deserts
Year 5/6	Energy and climate change	Ethiopia	TBC-Opening Worlds	TBC- Opening Worlds	TBC- Opening Worlds	TBC- Opening Worlds

Cycle B (24/25)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Hot and cold places of the world		Mugurameno Village		Seasonal Changes (taught throughout the year as an overarching topic)	
Year 3/4	Rivers	Mountains	Settlements	Agriculture	Volcanoes	Climate and Biomes
Year 5/6	Why is California so thirsty?	Oceans	Migration	North and South America	The Amazon	Interconnected Amazon



KS1 children presenting their work to the whole school during assembly.

Subject Organisation

Geography is taught following the National Curriculum Programmes of Study for Key Stages 1 and 2 (National Curriculum 2014). Due to our mixed age setting, the scheme of work runs on a two year cycle. Geography is taught as a discrete subject generally every other half term, however, where possible natural cross-curricular links are made with other core and foundation subjects to enhance learning opportunities e.g writing Non- chronological reports in English and using our Geography knowledge to accompany this. Additional enrichment opportunities will also be planned at both a class and whole school level which may reflect: the children’s interests. Each class follows units of work which are blocked. The teaching of each unit at Brabin’s must always have a purpose. Enrichments days will be used each year (whether whole school or in a particular class) to immerse the children within a subject to help nurture the love and enjoyment of Geograhpy.

“Geography explains the past, illuminates the present and prepares us for the future”-Michael Palin.

Professional Development in Geography

At Brabin's, we intend to keep the subject of Geography exciting and appealing, so it is reflective of pedagogical research and is ambitious in its aims. To do this, we invest in Continued Professional Development in Geography for all our staff.

The Year 3/4 teacher (Mr Pearse) is the Geography Lead. Although new to subject leadership, training opportunities have already been undertaken and completed by the subject leader.

In service training is provided during staff meetings for staff, to cascade training and research and where required, class teachers may also attend externally led courses and training. As a small team of teachers, close communication is a key strength and teachers regularly share good practice with one and other. Opportunities for professional engagement with cluster colleagues are also highly valued, where appropriate.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT WITHIN GEOGRAPHY

	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
GEOGRAPHY	<ul style="list-style-type: none"> - Marvel at the awe and wonder in the different weather and seasonal patterns. -Using maps and other resources to get the children to imagine what it might be like to live in other parts of the world different to ours (including areas which experience natural disasters). -Consider how the world has changed and developed. -Wonder and consider the similarities and differences around the world- time zones; cultures; wars; rainforests; volcanoes; mountains etc. 	<ul style="list-style-type: none"> -Consider how people use and treat the environment. -Acting to make the world more sustainable e.g. recycling. -Discussing the impact and effect of man on earth. -Considering the impact of geographical activities e.g. deforestation. 	<ul style="list-style-type: none"> -Developing map reading skills essential for later life. -Understanding more about themselves and their place in the immediate, local and global communities. -Understanding the social impact of over-population and what can and can't be changed. 	<ul style="list-style-type: none"> -Developing empathy and positive attitudes towards people of all cultures, recognising that often people have common needs and similar challenges. -Exploring cultures that have had a great impact on our local area. -Looking at causes and effects of movement and how land use has changed over time.

CULTURAL CAPITAL

Geography presents great opportunities to highlight to our pupils the areas within and outside our environment, enhancing their ability to appreciate and care for the world around them.

Through a rich provision of high-quality geography experiences and resources, children will become familiar with various cultures and landscapes for example giving the children an opportunity to visit a large city such as London and the ability to compare it with our locality.

DEVELOPING BRITISH VALUES WITHIN THE GEOGRAPHY CURRICULUM

Geography at Brabin's Endowed encourages pupils to explore how places have been changed by the contexts and processes that have shaped them. It helps them to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds. Geography also helps pupils to understand society better. Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities



GEOGRAPHY IN THE EARLY YEARS

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment.

Understanding the World is one of the seven key areas in the Early Years Foundation Stage (EYFS) and involves giving children opportunities to:

- Make sense of their environment and surroundings.
- Explore observe and find out about people in their communities and the wider world.
- Use technology to help make sense of the world and its people
- children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions. The world: children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur and talk about changes.
- children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

All learning is scaffolded through high quality questioning and language. Play is facilitated so it maximises opportunities for creativity and exploration, both indoors and outdoors.

ASSESSMENT

All children are encouraged to be involved in the process of learning. In lessons across the school, teachers will strive to provide instant oral feedback.

Assessment within Geography will involve observations, discussions with children, samples of work and recorded evidence. At the end of a unit of work the teacher will make a summary judgement about the work of each pupil in relation to the National Curriculum expectations using the school assessment format. Individual children's progress will be monitored and tracked through each year group. Pupil attainment data is shared with the Subject Leader on a termly basis. This data is then analysed by the Subject Leader focusing on trends across the school, the proportion of pupils meeting age related expectations and those pupils working at a deeper level within the standard. Parents are informed of their child's achievement within geography in the end of year report and where appropriate, during parents' evenings.

In the EYFS, formative assessments are carried out on a daily basis. This type of assessment informs planning, the children's next steps and demonstrates progress. At the end of EYFS, the teacher completes an end of year report and makes a judgment for each of the 17 Early Learning Goals including reading and writing, this document is shared with parents.

MONITORING

Monitoring is undertaken by the Subject Leader. This is conducted regularly and includes: -

- Work Scrutiny
- Learning Environment Walkthroughs
- Monitoring of planning
- Talking to children
- Data Analysis
- Lesson Observation
- Action Planning

Information will be shared with the Headteacher and feedback given to teaching staff within staff meetings.

IMPACT

Children will leave Brabin's Endowed Primary School with a love and curiosity about the world. They will have developed an understanding of the methods and skills of geographers at an age appropriate level. They will have secure understanding of the key techniques and methods for each key area of the curriculum: field work, place and location knowledge, and human and physical knowledge as well as a progression of understanding, with appropriate vocabulary which supports and extends understanding. Subsequently they will be confident in discussing geography, their own work and identifying their own strengths and areas for development