

Aughton Town Green Primary School Geography Policy

Curriculum Intent

Vision for Geography

At Aughton Town Green Primary School, we aim to develop pupil's knowledge and understanding of the natural and human world. We aim to develop pupil's knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills to be applied both inside and outside the classroom. Geography provides a focus within the curriculum for understanding and resolving the issues concerning the environment and sustainable development. Geography allows pupils to encounter different societies and cultures leading them to realise how nations rely on each other. Geography can encourage pupils to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

Aims of our Geography Curriculum

Aughton Town Green's Geography curriculum aims to:

- Provide a wide range of geographical experiences, in and out of the classroom, which encourage children to build secure knowledge and understanding as well as interest and enjoyment of the world around them, and to develop in confidence through their broad experiences.
- To develop a sense of place and foster a sense of wonder and curiosity about the world they live in.
- Equip children with an understanding of diverse places, people, resources and environments.
- Allows children to build on prior learning about physical and human processes and the formation of landscapes and environments.
- Allow children to explore their own environment and supports children to make connections between their local surroundings and that of contrasting settlements.
- Develops the disciplinary knowledge of: collecting, analysing and interpreting data through fieldwork, asking enquiry questions, interpreting maps, diagrams, globes and aerial photographs, evaluating and debating ideas, as well as communicating geographical information in a variety of ways.
- Enhance their sense of responsibility for the care of the earth and its' people.
- Develop an understanding of environmental sustainability and how pupils can be actively involved in living as sustainably as possible.

The National Curriculum for Geography aims for all pupils to:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Curriculum Organisation.

Our EYFS:

The Foundation Stage explores Geography as part of the strand 'Understanding the World' from the 7 Areas of Learning in the EYFS curriculum. The aspects which are most relevant to the Geography National Curriculum for KS1 and 2 are:

- Know that there are different countries in the world and talk about them from experiences or from photos they have seen.(3 and 4 year olds)
- Draw simple information from a map (R)
- Recognise some similarities and differences between life in this country and life in other countries (R)
- Explore the natural world around them and describe what they hear, see and feel outside (Links with Science)
- Recognise that some environments are different from the one they live in. (R)
- Understand the effect of the changing seasons on the environment around them. (R)

Key Stage 1:

Geography topics are blocked into units of half a term, with a unit of work being delivered in the Autumn, Spring and Summer term.

Lower Key Stage 2:

Geography topics are blocked into units of a term that follow a two year cycle with Y3/4 following the same topics. Two or three topics are taught within both cycle A and B.

This is to ensure that children in mixed age classes do not repeat any learning.

Upper Key Stage 2:

Geography topics are blocked into units of a term that follow a two-year cycle within Y5/6. Two or three topics are taught within both cycle A and B.

Each of these units can be found on the school's Curriculum Map on the school website.

Curriculum Implementation

Substantive knowledge sets out the subject specific content that is to be learned – the Geography National Curriculum. It is the 'know what' and 'know how' of geography. This can be divided into **Declarative knowledge** ('know what') and **procedural knowledge** ('know how').

Declarative knowledge includes : locational knowledge, place knowledge, and human and physical processes – i.e.: they are facts of geography that can be declared. This knowledge enables pupils to 'know like a geographer'.

The fourth substantive knowledge strand of the National Curriculum is 'Geographical Skills and fieldwork' which can be termed '**Procedural knowledge**' – this is knowing how to do geography (how to draw a map, how to measure rainfall, conduct a survey).

Disciplinary knowledge tells us how we know what we know: it is through disciplinary knowledge that pupils learn the practices of geographers. It gives an insight into the ways geographers think – how they collect, analyse, question, interpret, evaluate, communicate and debate. This enables children to 'think like a geographer'.

Strands of this in Geography may be:

Asking geographical enquiry questions.

Collecting, analysing and interpreting data through fieldwork and related activities.

Interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs.

Analysing data and communicating geographical information in a variety of ways, including through constructing maps, charts and graphs and writing at length.

Critically evaluating and debate the impact of geographical processes.

Some examples of **disciplinary knowledge** are:

We know about the water cycle **by applying scientific knowledge, observing it in the natural world and creating diagrams to explain it.**

We know about local weather patterns **by measuring temperature and rainfall, plotting graphs and charts and analysing them.**

Teaching and Learning

Through our teaching of both substantive and disciplinary knowledge, children are taught through an enquiry-based approach. Pupils will learn through different approaches: whole class teaching to focus on key areas, collaborative work (small group / paired work) to develop the disciplinary knowledge.

The same topics taught in different classes across the same Key Stage share the same plans to ensure continuity. Copies of all current plans are found on the T drive as well as collated by the Geography lead.

In Key Stage 1 and 2, the time allocated to Geography is flexible as children are often taught through a thematic approach.

Each Year Group in Key Stage 1 and 2 will participate, where possible, in a school trip, visitor or fieldwork visit relevant to one of the topics studied throughout the year. Due to the nature of some of the Geography Units, especially in Upper Key Stage 2, fieldwork can be more limited but we aim to provide the children with as many opportunities as possible.

Geography can be taught both discreetly and with cross-curricular links, especially in Key Stage 1, where a thematic approach supports the Geography curriculum.

Professional Development of Staff and Use of Resources

The Geography Lead attends regular Curriculum briefings to continue to develop subject knowledge and understanding of the changes in the Geography curriculum. This relevant information is shared with staff during staff meetings to enhance their own teaching of Geography. There is a Geography Lead Governor who meets with the Geography Lead on an annual basis in order to understand the curriculum and the most recent updates.

Resources are stored in EYFS and Key Stage 1 ,within the classrooms and in Key Stage 2, are stored with the Geography / History cupboard upstairs. Many of the practical resources needed for Geography are shared with Science and they can be found in the Science cupboard.

Use of intervention and further challenge (deeper learning)

Where possible, pupils should be actively involved and fully integrated with the rest of the class. Children with Special Educational Needs should be involved through differentiation e.g. by simplified text or support from the class teacher. For guidance on teaching children on the register, refer to the support plans and request help from the SEND coordinator.

For pupils who require further challenge, pupils should have the opportunity to explore more complex issues such as analysis, evaluation and debate. Children with strong reading skills should have the opportunity to examine more complex ideas and use research on the Internet and books to enhance their understanding.

Development of subject specific vocabulary

Each Geography unit has a Knowledge Organiser, which identifies subject specific vocabulary which pupils will use and learn through each unit of work. These can also be found on the School Website. Children will use this vocabulary in lessons.

Curriculum Impact

Progression in knowledge, skills, understanding and ability to apply this

A progression map of the key strands from EYFS to Key Stage 2 can be found on the school website, we look to ensure progression of skills through a child's school life. Assessment by staff also looks at pupil's ability to apply their knowledge, both substantive and disciplinary knowledge and progression is referenced on the Knowledge Organisers.

Assessment: summative and formative including standards and moderation

Regular updated planning gives the children the opportunity to demonstrate their understanding of key geographical knowledge and skills. Initial assessment in the form of mind maps / KWL grids are used in some units. However, assessment opportunities are built into every lesson, linked to the Lancashire Key Learning Indicators of Performance (KLIPS) so that children can demonstrate their understanding of key Geographical knowledge and Skills. From these, teachers are able to gather evidence and assess a child's progress through the year and make a judgement on whether or not they have met the End of Year Expectation at the end of the Year. This is shared with parents on the pupil's Annual End of Year report.

Monitoring of impact (including role of governors)

Subject leader monitoring takes place throughout the year. Monitoring includes discussions with staff, pupil interviews, walk throughs, book scrutiny, observation of displays. We have a dedicated Geography Governor who meets with the Geography Lead on an annual basis. The Geography lead also supports staff with Geography planning and monitors the implementation of the curriculum as well as providing training for any staff who may need it. The Geography Lead has also worked with the School Adviser to develop monitoring and pupil interviews throughout the school.

Review and Development

The Geography Lead will attend courses as appropriate and pass on current information about curriculum developments to other staff.

C Dykes