Edinburgh Primary School

Geography Policy

Agreed by governing body: December 26
Review by governing body: December 28

1. Introduction

This policy outlines the teaching, organisation and management of geography taught and learnt at Edinburgh Primary School. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Geography co-ordinator.

- Geography is the study that teaches an understanding of places and environments whilst inspiring children to be curious and fascinated about the world and its people.
- Children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world.
- They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving.
- Geographical knowledge and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.
- Teaching equips pupils with the knowledge about diverse people, places, resources and natural and human environments.
- Through children's growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures.
- Geography teaching motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

2. Curriculum Statement - Geography

Intent

At Edinburgh we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Edinburgh enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. The curriculum is designed to ensure that teaching equips pupils 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. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and give opportunities to explain how the Earth's features at different scales are shaped, interconnected and change over time. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

Implementation

Geography at Edinburgh 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 topic and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. ~~*At the beginning of each new geography topic,*~~

~~*teachers refer to the scrapbook world map to develop children's understanding of place.*~~ *Each topic is introduced with reference to the location/s of topics (including those from previous years).* Existing knowledge is checked at the beginning of each topic, as part of the KWL strategy (What I know, What I would like to Know and What I have Learned). This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenges to all learners. At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary. Cross curricular outcomes in geography are specifically planned for. *The Geography provision is also well resourced and specific resources are mapped to specific year groups and topics to support effective teaching and learning. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.*

Impact

Outcomes in topic books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; **locational knowledge, place knowledge and human** and **physical geography**. This is in addition to the development and application of key skills, *supported by fieldwork.*

As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context.

3. Teaching and Learning

The geography curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of the KS1 and 2 National Curriculum statements for; Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.

Each new academic year begins with a review of all geographical knowledge and skills learnt in previous units in year groups through the sharing of scrap books (scrapbook museum).

As part of the introduction to each new geography topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests. A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

At the beginning of each lesson, there is a recap of the previous lesson. The Learning objective (LO) and success criteria are shared followed by a starter using the knowledge organisers for that unit of work. This to ensure that children are given consistent opportunities to retain what they are learning in each lesson. The LO and success criteria are reviewed by children during the plenary when adding what they have learnt into to their scrapbooks. A success criteria is subsequently used by the teacher during assessments and used to identify individual target areas.

Teaching and learning in geography is supported by a wealth of resources, including specific online platforms, such as Cornerstone Maestro, Hamilton & *Oddizzi. Learning Outside the Classroom is a key feature of geography lessons and specific activities are*

mapped and planned. These are progressive throughout the school and support the Geographical Skills and Fieldwork strand.

Lessons are planned to ensure that key knowledge is developed over time; over the course of each geography topic and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of geography (Target grids and scrapbooks). *Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.*

In learning geography pupils will use a range of sources such as the local environment, sites, photographs, written materials, computer-based materials, data, books/atlases & video extracts. Children will work in a variety of contexts (individually, in groups, as a whole class) and they will present their knowledge and understanding in a variety of ways (drama, art, models, various writing styles / genre, collage, timelines, sketches, maps).

4. Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

Assessment is supported by use of the following strategies:

- Children add what they have learnt at the end of each lesson to their scrapbooks (a book with all of the knowledge and skills they have acquired throughout primary education).
- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback within focus groups including interactive, questions where appropriate to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Light marking with highlighters and next step marking identifies misconceptions to move children on.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).
- Use of the 'what I know already, what I want to know and what I have learnt' (KWL) strategy throughout a unit, alongside specific and measurable LOs for each lesson
- Children review the success criteria at the end of each lesson and self-assess using the traffic light system
- Teachers review the achieved learning objectives at the end of each unit to inform focused consolidation where this is necessary. At the end of each topic, the teacher will assess the child as either working towards the expected level (one smiley face), attaining the expected level (two smiley faces) or exceeding the expected level (three smiley faces) on the summative assessment grid stuck at the front of their books.
- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

5. Planning and Resources

Geography resources are stored centrally in the Humanities Resource Area (PPA Room) and are organised into topic themes, which are clearly labelled. The library contains an extensive supply of geography topic books to support children's individual research. The school's subscription to specialist platforms, including 'Cornerstone Maestro' and 'The

Hamilton Trust', ensure that teachers have access to lesson resources which they can select and adapt in alignment with the whole school overview and the *knowledge & skills progression map.* Planning takes place collaboratively, with parallel-class teachers. It is saved electronically for ease of access and is informed by the whole-school overview, the topic overview as well as the skills progression documents maps. It states the key vocabulary for each lesson as well as how learning takes account of the school's own context (for example, it's location, accessible places of geographical interest and members of the school community with *specialist expertise and knowledge*). Cross curricular learning is also utilised, with specific opportunities and links planned for and *stated on the Geography Knowledge and Skills progression maps.*

6. EYFS

Early years explore geographical themes in line with the EYFS framework. Children are guided to develop a 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. The key knowledge and skills in reception provide the foundation to those identified in phase 1 and specifically Y1. Children are assessed according to the Development Matters Attainment targets.

7. KS1 and KS2

~~*EACH UNIT IN GEOGRAPHY THAT THE CHILDREN STUDY WILL BE ADDED TO A WORLD MAP IN THE CHILDREN'S PERSONAL 'SCRAPBOOK'. THE CHILDREN WILL TAKE THEIR SCRAPBOOKS WITH THEM FROM KS1 TO THE END OF KS2. THIS IS DESIGNED TO SUPPORT CHILDREN'S UNDERSTANDING AND HELP THEM RETAIN THE INFORMATION THEY HAVE LEARNT.*~~

During Key Stage 1, pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

During Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their local area. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Children will develop their **locational knowledge**; they will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They will also develop a greater **understanding of place** by comparing the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country. The specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In addition to developing children's locational and place knowledge, they will have the opportunity to learn about **human and physical geography**. During this study, they will identify seasonal and daily weather patterns in the United Kingdom and the location of hot

and cold areas of the world in relation to the equator and the north and south poles. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

Children will develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

During Key Stage 2, pupils extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They extend their **locational knowledge** when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the equator, the Northern and Southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circle and the Greenwich meridian and time zones.

They will build on their **understanding of place** by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.

In Key Stage 2 **human and physical geography** knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.)

Children will continue to develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the ordnance survey maps. They will also use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

8. Equal Opportunities

At Edinburgh primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, to ensure that tasks provide learners with an appropriate level of challenge.

9. Inclusion

All pupils are entitled to access the geography curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure an appropriate level of challenge. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Through the use of KWL, teaching takes account of children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging geography curriculum. This is supported through a number of links with places of geographical interest in the immediate and wider locality which engage the children further through contextual and practical learning activities.

10. Role of the Subject Leader

The subject leader's responsibilities are:

● To ensure a high profile of the subject

● To ensure a full range of relevant and effective resources are available to enhance and support learning.

● To model the teaching and learning of geography via co-planning & team teaching.

● To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.

● To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT

● To monitor planning and oversee the teaching of geography

● To lead further improvement in and development of the subject as informed by effective subject overview

● To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment

● To ensure that the geography curriculum take account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum

● To ensure that approaches are informed by and in line with current identified good practice and pedagogy; to attend regular opportunities for CPD, including borough forums.

● To establish links with external agencies and individuals with specialist expertise to enrich teaching and learning in geography.