BROOK FIELD PRIMARY SCHOOL

Geography Policy Statement

INTRODUCTION

At Brook Field Primary School we believe Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. We believe Geography should foster a child's curiosity and fascination of the world around them. Through using a cross-curricular, multi-sensory approach we ensure that Geography is highly engaging for all children. Geography explores the relationship between the Earth and its people through the study of place, space and environment. Geography is concerned with children learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment. It encourages children to learn through experiences, particularly through practical and fieldwork activities. It develops their locational knowledge, place knowledge, aspects of human and physical geography, as well as reinforcing geographical skills through fieldwork.

AIMS

Through our teaching of Geography, we aim to:

- Develop young geographers who are able to make links and connections between the natural world and human activity and to understand the kind of questions geographers ask such as why is this place like it is, how is it changing and what will be the costs and benefits of these changes when they happen?
- Develop a range of skills necessary to carry out geographical enquiry and to interpret geographical information
- Increase their knowledge and understanding of the changing world
- Study why and how localities evolve and why and how they change.
- Promote appreciation of other cultures and diverse places
- Seek to encourage children to learn geography through big question led enquiries about topics, places, themes and issues which allow them sufficient scope and time to really engage in high order subject skills such as developing explanations, reaching conclusions, making judgements, evaluating, applying information and generating their own ideas and questions.
- Increase children's language skills and expand their geographical vocabulary through oracy opportunities such as debates, discussions and presenting findings to an audience.
- Challenge all children through the use of enriching resources and wider, self-initiated learning opportunities such as exploring through fieldwork activities.
- We aim to foster metacognitive strategies so pupils can plan, monitor, and evaluate their geographical enquiries and problem-solving

The above aims will be achieved through concentrating on a largely theme and skill-based approach, an appropriate choice of content will be important to cover the topics and range of scales outlined by the National Curriculum.

Through Geography we can also:

- Improve pupils' skills in English, Maths and Computing
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens

TEACHING AND LEARNING

Through our geography teaching, we provide learning opportunities that enable all pupils to make good progress. We do this by setting suitable learning challenges, supported by the use of Blooms questioning and responding to each child's individual needs. Teachers will model metacognitive strategies such as planning investigations, monitoring progress, and evaluating conclusions. Geography teaching focuses on enabling children of all abilities to think as Geographers. We encourage children to engage in geography at a personal level by drawing on their existing knowledge, skills and understanding of the topic. Therefore, we teach geography through multi-sensory experiences such as fieldwork, trips, visitors, drama and role play.

STRATEGIES FOR THE TEACHING OF GEOGRAPHY

Learning and Teaching in geography will be in line with the school's **Teaching and Learning Policy**, where provision is made for all learning styles.

- Most of the geography curriculum is taught through topics which are divided across the year groups according to the skills that need to be taught enabling cross-curricular links. For example, Year 2 focus on the explorer Amelia Earhart and use compass directions on World maps to plot Earhart's journeys through English lessons when planning a biography.
- The mode of working in geography is a mix of class teaching, co-operative groups and individual work.
  a) Groups are usually of mixed ability and are encouraged to communicate their findings in a variety of ways.
  b) Fieldwork is a purposeful and integral part of the curriculum.
- Geographical work is recognised in general display or in communicating the results of geographical enquiry to the whole class.
- Bloom's questioning is used alongside suitable learning opportunities to enable all children to be challenged.
- Children will be encouraged to ask themselves: What do I already know? How will I approach this enquiry? How will I check my understanding?

ORACY

Oracy can be defined as the range of speaking and listening skills, behaviours and language necessary for effective communication and collaboration. Oracy skills encompass physical, social and emotional, linguistic and cognitive aspects of learning. These skills are crucial for practising and embedding new vocabulary and concepts. They also form the basis of social interaction. Discussion and debate sharpen thinking skills and promote understanding. By teaching Geography as a process of enquiry, a process that demands the questioning and debating of evidence, we advance oracy and thinking skills. Through Oracy, pupils are:

- encouraged to be persuasive and engaging
- encouraged to challenge and build on points made by others
- encouraged to have the confidence to make significant contributions to discussions
- encouraged to respond sensitively to the views of others

MULTI-SENSORY

Multi-sensory activities enhance learning and memory as pupils engage in using more than one sense at a time. In geography fieldwork, pupils can be inspired to learn actively and creatively, fostering the acquisition of new skills through exploration and discovery. Instead of looking at maps, pictures and data tables, for example, they can visit and see rivers and landmarks on school trips and they can taste the traditional foods and listen to some traditional music of a country they are studying.

EARLY YEARS

Geography comes within the 'Understanding the World' Early Learning Goal. Understanding the world involves guiding children to make sense of their physical world and their community. In Foundation Stage, we encourage and give the children the chance to explore the school grounds. We do welly walks at different points over the year to provide children with hands-on experiences where they can touch, feel, smell, and hear the

natural world around them. These hands-on multi-sensory experiences create opportunities for children to discuss how we care for the natural world around us as well as to be curious and ask any questions they have. Making comments about what they have heard and asking questions to clarify their understanding also comes under the listening, attention and understanding aspect of the Communication and Language Early Learning Goal. In Foundation Stage, we also teach the children about some environments that are different from the one they live in. For example, in Term 3 the children learn about Antarctica and where it is in world, what it is like to live there for the scientific researchers and what animals live there which they then compare to where we live.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL AND BRITISH VALUES

In Geography, we encourage SMSC through providing opportunities for children to reflect upon the landscapes and environments they study and live in. We encourage geographers to be curious about the world we live in and to ask questions to develop their knowledge and understanding. Appreciating how our communities and societies function is important in geography and children are encouraged to develop skills to enable them to contribute to society as well as appreciating the world around them.

Through the different topics covered, children can reflect and share their experiences, ideas and opinions as geography is a subject that lends itself to investigations and debates. For example, when considering topics such as rivers, flooding and coasts, attention is given to how much the issues that arise are man-made. The topic of recycling encourages children to be reflective and promotes discussions and actions to support the world we live in and contribute to society.

- Spiritual development explores beliefs and experiences and allows children to appreciate the awe and wonder of natural and man-made environments.
- Moral development explores the issues and dilemmas of global warming and other ethical issues, e.g. increasing populations, poverty, etc.
- Social development can engage with the fundamental values of British democracy through appreciating diverse viewpoints and understanding how people can make a difference by making small changes to their lifestyles, i.e. the effects of global warming.
- Cultural development looks at how different cultures and beliefs can have an impact on society and how contributions can be included to develop a better understanding of the world around us.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Children with SEND are identified according to the school's additional needs policy. Teachers will provide adapted planning according to their needs, this may include prompts and frameworks to support metacognitive thinking for all pupils. They will be taught in mixed ability groups when appropriate or in ability groups supervised by the teacher or teaching assistant. Careful questioning and observation will be used as the main form of assessing these children to make sure they achieve their maximum potential. Opportunities for other ways of recording will be developed rather than always relying on written methods. Fieldwork may have to be adapted to individual requirements.

MORE ABLE CHILDREN IN GEOGRAPHY

Skills and knowledge to be aware of in gifted and talented children in geography are:

- The use of precise geographical vocabulary.
- The ability to investigate geographical questions rigorously and systematically.
- Those who have an accurate understanding of a wide range of places from local to global.
- Children who take great interest in cause and consequence of environmental issues.
- Children who are independent and innovative in planning and organising geographical enquiries and investigations.
- Children who take the lead and motivate and enthuse others in field work situations.
- Have an understanding of how considerations of sustainable development can effect his/her life as well as planning and managing environments and resources.
- Can interpret geographical information in a range of graphical forms, and understand when it is or is not appropriate to use ICT.

These children may have their needs met by:

- Differentiated teaching and learning that offers extension activities to provide additional challenge.
- Providing opportunities for problem solving and issue based geographical enquiries.
- Provide opportunities for leadership skills and social skills to be utilised and developed.
- Provision of learning material such as ICT resources, geographical publications designed for older children.
- Opportunities to research independently and share ideas with other pupils.
- Encouraging speculation about geographical issues.

Please refer to the Teaching and Learning, SEND and Inclusion and More Able Policies.

ASSESSMENT

At Brook Field, children are assessed using revised Blooms as well as the assessment of children's completed work and judging this against the year group outcomes. Assessment will include opportunities for pupils to reflect on their learning strategies and evaluate their effectiveness. On completion of work, the work is collated in the child's geography book or incorporated into their topic book. With the exception of Foundation Stage, pupils' achievements in geography will be assessed on a certain piece of work within each unit that is taught. At the end of the academic year a judgement will be made regarding each child's ability. Their progress will be recorded as entering, developing, secure or mastery. Please refer to the **Assessment Policy** for further details. This will be reported to parents annually through a written report.

RESOURCES

We have a variety of resources located in the mobile available for staff to access when needed. Most resources are year based relating to each year group's topics and themes they teach each term. We have a weather station in the sensory garden which provides children with the opportunity to measure and record wind speed, wind direction, rainfall and temperature as well as the time of day through using the sun dial. There is also an outdoor thermometer on the bottom and top playground for children to use when measuring and recording the outdoor temperature.

THE ROLE OF THE GEOGRAPHY SUBJECT LEADER IS TO:

- Support colleagues in teaching the subject content and developing the detail within each unit.
- Renew, update and complement resources needed to deliver the curriculum, within budget restraints.
- Monitor the geography carried out in school through looking at planning, work scrutiny and pupil voice discussions.
- Monitor assessment and record keeping ensuring progression and continuity.
- Keep abreast of developments in geography education and media usage.
- Discusses regularly with the head teacher the progress with implementing this policy in the school.

APPENDIX 1

CURRICULUM MAP FOR GEOGRAPHY

Geography Curriculum: Progression of Knowledge and Skills

Topics	T1 Human Geography Paddington Bear United Kingdom and Capital Cities	T1 Physical & Human Ben's Magic Telescope	T2 Physical Geography Contrasting Locality in UK Cheddar Gorge	T1&T2 Physical & Human Region in Europe Nordic Countries	T4 Physical & Human Asia: Mountains, Volcanoes & Earthquakes	T2 Physical & Human Central & South America
	T2 Physical Geography Weather The World's Hot/Cold spots	T4 Physical & Human Around the World in 80 Days	T4 Human Geography Settlements, Land Use (Romans)	T5 Physical Geography Rivers & the Water cycle	T6 Physical Geography Fieldwork	T3 Physical Geography Greece
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Geographical enquiry skills	Can ask and respond to questions **T1, T2**	Can ask and respond to questions about people and places **T1 & T4**	Can follow a simple sequence of questions in an investigation. Can offer reasons for some judgements and observations **T4**	Can follow a simple sequence of questions in an investigation. Can offer reasons for some judgements and observations **T1, T2**	Uses knowledge and understanding to suggest suitable geographical questions for an investigation. **T4** Can communicate findings using appropriate geographical vocabulary **T4**	They use primary and secondary sources of evidence in their investigations. Knows and understands the sequence of an investigation. Can identify relevant geographical questions **T2,**
Geographical skills	Can identify information from resources **T1, T2** use world maps, atlases and globes **(and Google Earth)** to identify the United Kingdom and its countries, as well as the **UK** countries and oceans studied at this key stage **T1 – Paddington Travel Tickets, T2 – Weather reports** use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map **T4 – STEAM railway lines, Maths (position and**	Selects information from resources provided. Uses the information and own observations to ask and respond to questions **T1, T4 & T5** use world **maps, atlases and globes** to identify the United Kingdom and its countries, as well as the countries, **continents and oceans** studied at this key stage **T4 & T5** **(7 continents, 5 oceans), T4 & T5** use simple compass directions (North, South, East and West) and locational and directional language [for	Uses skills and sources of evidence to respond to a range of geographical questions **T4 - Romans** use maps, atlases, globes and digital/computer mapping to locate countries studied **T2 (local area - orienteering), T4 (Roman counties and cities)** use the eight points of a compass, **(T4 – link to PE Orienteering and to Roman Invasion)** 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	Uses skills and sources of evidence to respond to a range of geographical questions **T1** use maps, atlases, globes and digital/computer mapping to locate countries studied **T1 (Nordic countries)** use the eight points of a compass, **T5 (History Town Trail Map)** use **four figure** grid references, symbols and key on OS maps **T5** use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,	Uses a range of geographical skills and evidence to investigate places and themes **T4 Asia** use maps, including aerial photographs, atlases, globes and digital/computer mapping to locate countries **in Asia T4 Asia** use the eight points of a compass **T4** use **four and six-figure** grid references, symbols and key on OS maps **T4 (map of Asia)** 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	Selects and uses appropriate skills using evidence of places and environments. Reaches plausible conclusions and presents findings graphically and in writing **T1** use maps, atlases, globes and digital/computer mapping to locate countries studied **T1 Mayans South America** use four and six-figure grid references, symbols and key on OS maps **T6** use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,

	direction) use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features **T1 – Paddington UK landmarks**	example, near and far; left and right], to describe the location of features and routes on a map **T4 compass points** use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; **T1, T4 & T5 (PE – orienteering)** devise **a simple map**; and use and construct **basic symbols in a key** use simple fieldwork and observational skills to study the geography of their school and its grounds and the **key human and physical features** of its surrounding environment. **T4**	and graphs, and digital technologies. **(T4 – link to PE Orienteering and T2 – trip to Cheddar Gorge and the local area there)**	including sketch maps, plans and **graphs**, and **digital technologies**. **T6 present number of species in the woodland walk as a bar chart**	and graphs, and digital technologies **T4 Asia, T6 (mountains, volcanoes and earthquakes – sketch map),**	including sketch maps, plans and **graphs**, and digital technologies. **T2 – graph comparing rainfall in UK and rainforest.**
Knowledge and understanding of places	Recognises and makes observations about physical and human features of localities **T1 – Paddington travel tickets, T2 – weather reports** name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **T1 – Paddington (annotated map of UK, travel tickets)**	Shows an awareness of places beyond their own locality. Beginning to use appropriate geographical vocabulary **T4 & T5** name and locate the world's seven continents and five oceans **T4 & T5 (7 continents, 5 oceans),** understand 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 - Gambia **T4**	Describes and compares the physical and human features of different localities at a local scale **T4 – compare Cheddar Gorge/Cirencester** locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **T4 (Roman place names, settlement types)** understand geographical similarities and differences through the study of human and physical geography of UK, (**Cirencester T4, Cheddar Gorge T1)**	Describes and compares the physical and human features of different localities at a local scale **T1, T2** locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **T1, T2 (Scandinavia – settlement and trade)** identify the position and significance of the Northern hemisphere and Arctic circle **T1, T2 (Sami people – Artic Circle, adaptations of animals in Arctic circle, compare climates Sweden/UK)** name and locate counties and cities of the United	Shows a knowledge and understanding and skills in relation to studies of a range of places and themes at more than one scale and in different parts of the world **T4** locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **T4 Asia (mountains, volcanoes and earthquakes)** understand geographical similarities and differences through the study of human and physical geography of **Asia T4**	Describes how geographical places can lead to similarities and differences between places. Knows and understands how places are linked through movements of goods and people at more than one scale and in different parts of the world **T2, T3** locate the world's countries, using maps to focus on **Greece**, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **T3 Ancient Greece** identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of

				Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **T3 Saxons and Vikings** understand geographical similarities and differences through the study of human and physical geography of **Devizes T5 Scandinavia T1/T2**		Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **T2 using atlases and globe, identify on own map** understand geographical similarities and differences through the study of human and physical geography of **South America T2**
Knowledge and understanding of geographical patterns and processes	Describes physical and human features. 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 **T2 – weather reports**	Describes physical and human features. Recognises and make observations about features that give a place its character and identity **T1 (fieldwork) , T4 (Gambia)**	Offers explanations for the location of geographical features **T4** describe and understand key aspects of human geog: **types of settlement and land use,** economic activity including **trade links**, and the distribution of **natural resources including energy, food, minerals and water T1 T4 Romans**	Offers explanations for the location of geographical features **T2** describe and understand key aspects of human geog: the distribution of natural resources including energy, **food**, minerals and water **T2 Nordic Countries - food** describe and understand key aspects of physical geog: **water cycle, rivers T4 Braeside**	Begins to describe geographical patterns. Recognises and describes physical and human processes. Begins to show understanding of how these processes change features **T4** describe and understand key aspects of physical geog: **mountains, volcanoes and earthquakes T4**	Describes and begins to offer explanations for geographical patterns and for a range of physical and human processes. **T2** describe and understand key aspects of physical Geog: **climate in the rainforest**, biomes and vegetation belts **T2**
Knowledge and understanding of environmental issues	Expresses likes and dislikes about features in the school locality **T1**	Can express views on attractive and unattractive features in their local environment and recognise how people affect the environment **T1**	Offers reasons for some of their observations and judgements about places and environments **T4** Recognise how people seek to improve and sustain environments **T4**	Offers reasons for some of their observations and judgements about places and environments. **T2** Recognise how people seek to improve and sustain environments **T2**	Can describe how people can both improve and damage the environment. **T4** Can explain own views and those of others about environment change **T4**	Offers explanations for ways in which people affect the environment and recognise that people attempt to improve and manage the environment sustainably **T2**