

# Yorke Mead Primary School

## Geography Policy

September 2020



### Our School Vision Statement

*BRINGING LEARNING to LIFE*

*We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.*

*We want our pupils to enter the wider world as*

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

**D - Determination**

**A - Ambition**

**R - Resilience**

**E – Enjoyment**

**T - Trust**

**O - Openness**

## Rationale and Ethos

At Yorke Mead, we believe Geography is an important part of the curriculum where pupils are inspired through curiosity and fascination about the world and become engaged through developing key skills. Geography is an exciting, relevant subject which can be seen in action in the daily lives of our pupils. There are many cross-curricular links to ensure pupils are able to see the subject in context of themselves and the lives of the community around them and wider world, developing their ideas of global citizenship.

Geography teaches an understanding of places and environments in the natural and human worlds through questions raised and answered. Through their work in Geography, children are encouraged to think about their own place in the world, their values, and their rights and responsibilities to other people and their environment. Through their growing knowledge and understanding of human geography children gain an appreciation of life in other cultures. Children learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving both inside and outside the classroom. Where possible, children will complete fieldwork to help develop these skills also. Geography provides a focus within the curriculum for understanding and resolving issues concerning the environment and sustainable development. Teaching also motivates children to find out about the physical world, it allows pupils to encounter different societies and cultures leading them to realise how nations rely on each other.

This document sets out a framework within which teaching and non-teaching staff can operate and give guidance on the aims of the curriculum, planning, progression of skills and learning, assessment, inclusion and safeguarding.

## Aims of the Curriculum at Yorke Mead

The curriculum at Yorke Mead is intended to ensure each child:

- Develops high self-esteem, confidence and a true feeling of self-worth
- Develops a lively, enquiring mind and life skills so that he/she will have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices
- Is enriched, motivated and challenged by a broad and balanced curriculum and recognises the value of all areas of learning, including literature, sciences, the arts and humanities.
- Is valued for their individual contributions, recognises their role and develops a positive attitude towards everyone in the life of the school and community.
- Develops the positive skills and attitudes necessary to work both independently and collaboratively.
- Will be given equal opportunities to participate in all aspects of school life, with high expectations and ambition for every child and appropriate levels of challenge and support to enable them to achieve.
- Develops an understanding and respect for other races, cultures, gender, people with disabilities, religions and associated points of view.
- Understands the importance of and develops responsibility for keeping themselves physically and emotionally healthy
- Acquires a set of moral values and attitudes including honesty, respect, sincerity, trust and personal responsibility.
- Is supported in their spiritual, moral, social and cultural development
- Is equipped with the knowledge and cultural capital they need to succeed in life

## Aims of the Geography Curriculum

The national curriculum for geography aims to ensure that all pupils:

- ♣ 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

Using the programmes of study from the Geography National Curriculum (2014) we, at Yorke Mead, aim to develop the whole child, by allowing children a chance to develop their intellectual, spiritual, moral and physical attributes allowing children to prepare for a full and flourishing life. We endeavour to provide a broad and balanced Geography curriculum, which aims to develop children's spatial awareness through a growing range of enquiry skills; to engage them through knowledge and understanding of people, places, patterns and environments and to build their self confidence in the ability to use and apply geographical skills in other areas of the curriculum and in real life. Overall, giving them a positive attitude towards learning.

## Curriculum Design

In Key Stage 1 children build from the Early Years curriculum, children develop knowledge about the world, the United Kingdom and their locality. Children in Year 1 understand similarities and differences, studying both physical and human geography, of Croxley Green and Chembakolli, India. They learn about the characteristics of the four countries and capital cities within the UK as well as the surrounding seas through 'Our Local Area' and 'Under the Sea' topics. Children build confidence in understanding basic subject-specific vocabulary relating to human geography (eg. city, town, farm, house) and physical geography (eg. soil, valley, season, coast) and are beginning to develop geographical skills when using maps, atlases and globes. First-hand observations such as visits around their school grounds and into the local area help enhance their locational awareness.

Moving into Key Stage 2, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom in Year 3, Europe in Year 4 and the wider world including North and South America in Year 5 and 6. This includes the location and characteristics of a range of the world's most significant human and physical features, such as mountains and volcanoes, landmarks of Europe, and the extreme earth. Children show a progression of their geographical knowledge by understanding their skills, helping to enhance their locational and place knowledge.

## How the Geography curriculum meets the needs of children at Yorke Mead

At Yorke Mead, our Geography curriculum includes not only the formal requirements of the National curriculum, but also a range of activities and days which help promote learning, personal growth and development. Geography, like all subjects at Yorke Mead, includes the 'hidden curriculum' which includes the things children learn from the way they are treated and expected to behave.

We know in order to progress each child's character, and their personal development, we must consciously connect both the wider world to the formal curriculum in which Geography lends itself to do.

In Geography, we bring learning to life through immersing children within a topic, often these are Geographical such as 'Marvellous Maps' or 'Under the Sea'. Lessons are planned to use 'active' techniques such as map reading or fieldwork, making learning fun and memorable. Yorke Mead has a fantastic and extensive outdoor learning environment and we endeavour to use as much of the school grounds when teaching our Geography curriculum. Croxley Green is almost surrounded by designated Green Belt land and has a semi-rural nature, which means our local area lends itself to outdoor learning. Our Geography curriculum promotes respect for the views of each individual child.

Whilst Yorke Mead is a predominately white school, there is a growing ethnic mix and children who have families who have settled in Croxley Green have their origins from around the world. Understanding this wider world helps children to grow in their respect for other and their families, make connections with others and develop their understanding of their place in the world.

### **How the Geography curriculum supports the development of children's reading**

Geography makes a significant contribution to the teaching of English at Yorke Mead because it actively promotes the skills of reading and therefore writing. Within our curriculum, children are given the opportunity to read in a variety of ways. These include reading:

**Maps** – helpful in finding out information, reading a key, finding physical features and reading names of places.

**Reports** – children can learn to identify the meaning of symbols, find out factual information and interpret findings of results.

**Recounts** – important when comparing two areas of the world, such as Croxley Green and Chembakolli, India in Year 1. It enables children to understand experiences, daily life and to understand similarities and differences in places and lives of others.

**Primary and secondary resources** – important to read and gather data, children in KS2 can understand the reliability and validity of the source they are reading,

Due to having an immersive curriculum, we ensure that **texts** used in English link to our topic. Therefore, when a Geography topic is being taught, for example 'Africa' in Year 2, we use books which are geographical in nature such as 'Kendra's surprise'. Another example is in Year 3, when their topic is 'Mountains and Volcanoes', they read the book 'Pebble in my pocket' which has clear Geographical links. Additionally, children have got an extensive selection of Geographical books which they can read in our library ranging between fiction and non-fiction.

### **How the Geography curriculum supports children's spiritual, moral, cultural, social development**

At Yorke Mead, we ensure Geography contributes to the Spiritual, Moral, Cultural and Social (SMSC) development of a child. Children are able to reflect on the impact of mankind on our world, using their experiences and through their imagination and creativity children can make positive changes towards this. Children are encouraged to enjoy learning about themselves and their locality, building on what they remember. Children are introduced to the concept of 'stewardship' in relation to sustainable development in Year 5. Additionally, children are taught about inequality and injustice when learning about contrasting localities.

Throughout the Geography curriculum, children raise many moral questions linking to the Earth, including the care of seas, population of countries and famine. Geography is taught honestly, giving children the chance to make decisions as to what is right or wrong. Geography teaches children to appreciate reasoned views and encourages them to use a sense of justice.

As mentioned, children are taught with a factual view, therefore allowing them to avoid stereotyping. Children are enabled to participate and appreciate other cultures through music, arts and cooking. Children are taught to understand, accept and respect diversity when learning about cultures from different areas of the world.

The local community is at the heart of our Geography curriculum, therefore we give children the opportunity to participate in this and the wider world. PenPals are being introduced to year 2, to aid this. Children are encouraged to listen attentively, appreciate diverse viewpoints, and speak persuasively when making their own contributions to discussions. We teach children about how society works to resolve different issues of economic development.

### **How the Geography curriculum supports children's emotional well being**

Geography lends itself to being taught outdoors in our school grounds, often children will complete group work which will promote children's emotional wellbeing by being outside and working with others. Children's wellbeing is supported through effective differentiation and understanding the needs of each individual child. We therefore,

in Geography, give children suitable learning challenges to encourage achievement and positivity. Furthermore, as a school, Yorke Mead promotes growth mindset and the power of yet to help encourage wellbeing and children not giving up. As mentioned earlier in the document, we teach children through the 'hidden curriculum' encouraging leadership practise and positive values and attitudes. We also have proactive engagement with the families and communities surrounding our school.

We encourage the 5 ways to well-being as part of our Geography curriculum also:

**Connect** – group and team work, field work, talk partners and connections with school and wider community.

**Be active** – we encourage active, outdoor learning with a range of resources such as maps and globes.

**Take notice** – Mindfulness is encouraged as part of our school day. Nature links well to Geography.

**Keep learning** – take risks with our learning, encouraging growth mindset through the pit.

**Give** – links with our community, visits to local care homes, supporting others within the school, giving things back to our community. We have an immersive day called Eco Day, allowing children to develop knowledge on sustainability linking to improving their wellbeing by doing kind things to each other and our planet.

A brief overview of how the Geography curriculum supports the development of the whole child. Please read this in conjunction with the school document 'Personal Development at Yorke Mead'.

SMSC Spiritual, Moral, Social & Cultural Development	British Values	Character Education	Cultural Capital	5 Ways to Wellbeing
Inequality and Injustice Learning about oneself and their locality Reflect on the impact of mankind Appreciate reasoned views Participate in local community Avoid stereotyping Making decisions	Pupil voice Developing the school grounds Taking responsibility in their learning Mind map at the beginning of each topic Choice of challenge in their learning Difference in people, communities and cultures.	DARE TO – Resilience Honesty in teaching and learning Listen to others views Act with respect and courtesy Children given the chance to flourish.	Place and Locational knowledge Comfort in discussing contrasting areas Immersed in cultural experiences Reducing inequalities between people.	<b>Connect</b> <b>Active</b> <b>Notice</b> <b>Keep learning</b> <b>Give</b> (See above)

## Organisation and planning

### Organisation

At Yorke Mead we value the team approach and with this in mind we aim to group subjects together so that consistency across similar subjects is maintained as far as possible. This also means subject leaders are not working in isolation.

Geography is part of the **explore** team along with Religious Education, History and French.

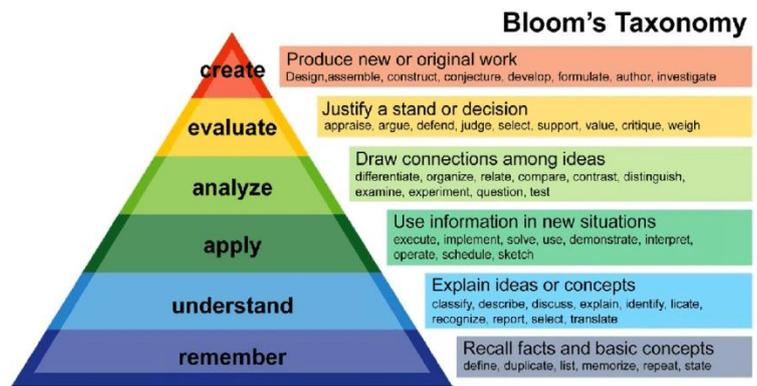
At Yorke Mead we follow the statutory guidance from the National Curriculum. The Geography National Curriculum is split into Key Stage 1 and Key Stage 2 meaning topics are assigned to particular year groups. Some topics such as 'Our Local Area' is revisited throughout the school, but through Blooms Taxonomy, it is revisited and built upon, increasing in difficulty as children move through the school. We teach with a hands on approach, making the learning as fun and creative as possible, developing the whole child.

Teachers plan creatively for Geography referring to and using dipping into numerous different schemes including: Twinkl, Hamilton and TES, selecting, adapting and editing to meet the needs of the children at Yorke Mead. Where possible teaching is thematic in nature and cross curricular links are explored and encouraged. It is important to note that teaching at Yorke Mead is not dictated by this approach; if discrete teaching is necessary to achieve a better outcome, this will be undertaken.

## Planning –

Teachers at Yorke Mead are provided with a broad long term plan by subject leaders outlining the curriculum content and learning intentions to be covered throughout the year. It is the teacher's job to outline the delivery of this curriculum in a detailed medium term plan, which may be paper format or powerpoint in style depending on the preference of the teacher. There is no need for teachers to produce individual lesson plans for geography, which again may be paper or power point format. The purpose of this is to manage workload of the teachers and to ensure that time spent on planning is the most purposeful it can be to meet the needs of the teachers and the children.

In planning units of work teachers are mindful of the **Bloom's Taxonomy**, recognising that we cannot expect children to apply or analyse skills or knowledge unless we have given them time to both remember and understand this. Bloom's also supports differentiation of learning within the curriculum.



The purpose of this is to manage workload of the teachers and to ensure that time spent on planning is the most purposeful it can be to meet the needs of the teachers and the children.

## Progression and Sequence of Learning

A lot of time has been invested into making sure there is clear progression and a sequence of learning shown in Geography across the whole school. As a school, this has been a focus and therefore the Geography lead, has liaised with teachers to ensure the National Curriculum is covered and that there is a build in learning. The long term plan has been broken down into each year groups Geographical topics and clearly states 'previous learning', 'core learning intentions' and 'extension opportunities'. This means teachers are aware of children's prior learning which gives them a starting point. Additionally, at the start of every topic children complete a mind map showing teachers 'what they already know' reiterating how much children can 'remember' and 'understand'. Children's understanding of learning will be apparent through work completed, explanations given, role in group activities, application of learning to trips or outdoor learning, use of vocabulary in books and home learning.

Our long term plan clearly indicates each year groups learning intentions, helping to inform planning and ways to enhance and extend children's learning. The Geography lead has included a range of examples on how to meet these intentions to support class teachers. The Geography lead has also produced a 'progression of vocabulary' document, allowing teachers to know the level of vocabulary to be used in teaching, shared writes during lesson inputs and children's explanations. There is a build in vocabulary throughout the school, and this can be seen on the document.

## Early Years

All aspects of our curriculum for Key Stage One and Two build from the Early Years curriculum, which is centred around the needs and interests of the Early Years children at Yorke Mead. Whilst this policy is relevant to all stages of education at Yorke Mead it is essential this is read in conjunction with the EYFS policy.

This Geography curriculum policy should be read in conjunction with the following policies:

- Yorke Mead curriculum policy
- Teaching and Learning Policy
- Early Years Foundation Stage (EYFS) Policy
- Personal development at Yorke Mead

## Assessment for Learning

Children's progress is closely monitored throughout Geography so that teachers can provide the best possible opportunities and highest levels of support for all children. At Yorke Mead, our assessment takes the National Curriculum and EYFS Statutory Framework into account.

Foundation subjects are assessed by teachers as they finish units of work. Termly, teachers use the 'I can' skills assessment document to assess their class and hand this to the Geography lead. In the summer term, children will be assessed and this document will be handed to children's new teacher as well as the Geography lead. This allows the teacher to be aware of the Geography attainment of their new class. At the end of the year, the Geography lead is responsible of producing a 'Progress monitoring log' to show how many children are working above ARE, at ARE and below ARE. Additionally, this log highlights the children who have made positive progress within the year and children whose progress is a concern. This allows class teachers to have a good understanding of children who need immediate attention or support through visual resources or focus groups in Geography lessons.

Throughout the year, the Geography lead will monitor and assess their subject in a number of ways. For example:

- Completing learning walks
- Planning scrutiny
- Monitoring work through learning observations and book scrutiny
- Discussions with pupils
- Discussions with staff
- Analysis and moderation of assessments made by teachers

Geography will be monitored by the Geography lead who will also collect samples of evidence of the work being produced in each classroom. These examples may include; children's work, photos and videos. Geography books and planning will be monitored to ensure the subject is being taught effectively and that the children are making good progress.

Within lessons, Geography is assessed through continuous dialogue and 'listening in' to pupils' geographical conversations as they talk whilst enjoying practical activities. To directly support progress, Assessment for Learning (AfL) practices we completed are peer and self-assessment, immediate feedback, helping pupils understand where they are, where they are going and how they are going to get there. Through Blooms Taxonomy we are able to use questioning to effectively assess children.

We aim to provide feedback to children through marking so they receive specific advice and can make improvements to their work. In Geography, we expect children to respond to teachers green comments with their purple pen, which shows editing and improvement to their work.

## Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Currently higher attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Safeguarding and Safe Practise**

In all areas, at all times, staff at Yorke Mead are aware of safeguarding responsibilities and health and safety. Some aspects of learning naturally require greater need to be aware of planning for safe practise than others. Where there is any form of risk to children staff will have completed a risk assessment to manage this risk and ensure procedures minimise or remove the risk. The school has a number of generic risk assessments to cover those aspects where risk will be evident at all times such as:

- *Off site visits*
- *Outdoor Learning*
- *Forest School*

There are times when children may be more likely to disclose a safeguarding concern, for example as part of Geography when learning about Our Local Area, children learn about houses and families. Should there be a concern or disclosure from a pupil, staff will always follow the school safeguarding policy.

## **The role of the Geography subject leader**

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy and specific subject and that:

- All required elements of the Geography curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- Long term planning is available for Geography to support individual teachers in their planning
- The amount of time provided for teaching Geography is adequate and the curriculum meets the aims and objectives for each year group.
- Standards within the Geography are monitored, meet the expectations and that the head teacher and phase leader is informed of any concerns around this.
- Resources required to deliver the Geography curriculum are available and accessible to staff.
- The policy and practise within Geography is updated to reflect current educational research in consultation with the Head teacher, SLT and governors.
- Supporting staff to have the pedagogical understanding necessary to successfully teach the Geography curriculum, and any required training is brought to the attention of the senior leadership team.
- The school's procedures for assessment meet all legal requirements
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum, allowing the most appropriate individual curriculum needs to be met in consultation with the Head teacher and school SENDCo.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND policies.
- Link governors are kept up to date with policies and procedures linked to Geography.

This policy should be read in conjunction with the Yorke Mead Curriculum Policy. The following sections are as listed within this policy:

- **Legislation**
- **Roles and responsibilities**
- **Monitoring, reporting and evaluation**

### **Policy Review**

This policy will be reviewed every three years by the headteacher, senior leadership team and governor curriculum team. At every review, the policy will be shared with the full governing board.

### **Risk Assessments**

#### **See Geography > Risk Assessments for:**

- Costal Locations
- Paddling in open waters
- Play Areas
- Pond Dipping
- River Studies
- Travel Coach
- Yorke Mead Playing Fields
- Yorke Mead Classroom

### **Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Inclusion Policy
- Relationships Education, Sex and Relationships Education (SRE) and Health Education Policy
- Pupil Premium Policy

### **Appendices:**

- Long term plan Geography curriculum
- Geography National Curriculum
- Progression of vocabulary document
- List of resources to support teaching of Geography
- 'I can' skills document