



Cranford Primary School
Berkeley Avenue
Hounslow
TW4 6LB

Geography Policy

Date: September 2023

Review Date: September 2024 (or sooner if
changes to the law or practice).

Statement

“[Geography education] should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. [It should] equip 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.” (DfE 2013)

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip 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, their growing knowledge about the world should help 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, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. (National Curriculum 2013)

School Aim

“Children are Geographers from the moment they begin exploring their environment”

We aim to deliver Geography as part of a broad and balanced curriculum, in a way that will build upon children's knowledge by:

- Supporting and developing the natural sense of wonder that young children have about the world in which they live.
- Encouraging children to ask, investigate and answer questions which affect them and their world.
- Aiding children to develop positive values and attitudes towards the world beyond their locality.
- Stimulating a desire for ever increasing knowledge and understanding of the world and the people in it.
- Helping children to begin to recognise that people who live in other areas may have different cultures, different sets of values and different attitudes towards the issues they face.
- Providing children with a better awareness of and concern for the environment (and the part they play in a more sustainable future).

Teaching and learning

Intent:

To encourage children to explore their environment and develop their understanding of the world through a range of activities including fieldwork.

Implementation:

To ensure planning addresses gaps in learning and builds on prior learning by revising key concepts.

- KWL Grids to assess prior knowledge.
- Knowledge Organisers to introduce new topics or concepts.
- Fieldwork opportunities that build on previous skills.
- Trips into the local area to encourage children to use their fieldwork skills in different contexts.
- Linking Geography to different subjects across the curriculum.
- Using a range of resources (atlases) to compare a range of geographical features.

Impact:

Children will be secure in their understanding of their local environment and have a sense of wonder of the world around them. They will be aware of the environmental factors affecting them and understand how to build a more sustainable environment for the future. Children will understand the link between British Values and the link to Geography, demonstrating positive attitudes towards different cultures.

Early Years

At Cranford Primary school, Early Years learn Geography by exploring the world around them. They explore similarities and differences between places and living things, beginning to understand habitats and compare this to other habitats around them.

Topics (People, Culture and Communities and The Natural World)

- Understanding the world
- Living things
- People who help us
- Journey/transport.

Skills are built upon from nursery, and children begin to explore human and physical features at an age appropriate level.

KS1

In KS1, pupils develop their locational knowledge, recognising which countries make up the UK and the 7 continents that make up the world. Skills will be developed and they will begin to understand human and physical features in parts of the world focusing on key vocabulary to support this. Pupils will also begin to use maps and compasses to carry out simple fieldwork developing their Geographical skills.

In KS1, topics covered for each year group are:

<u>Year 1</u>	<u>Year 2</u>
-The United Kingdom -Continents -Weather	-Local area -Africa compared to the UK -Australia

KS2

In KS2, children extend their knowledge and understanding beyond their local area, exploring some of the world's most significant human and physical features. Their locational and place knowledge will be developed to enhance their geographical skills building upon skills and knowledge already learnt.

In KS2, topics covered for each year group are:

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
-Volcanoes and Earthquakes -Heathrow Development -Brazil	-Around the World -Settlements -Canada contrasted with Europe.	-Antarctica - Rivers and Rainforests -United Kingdom	-Europe including Russia.

Planning (Cross-curricular links)

When planning and assessing, it is imperative that gaps are identified from the previous year as a result of Covid-19 and planned to ensure skill progression is maintained across the school. Topics for each year group are to be reviewed in order to identify how gaps caused by Covid-19 can be met through topics taught in the current year.

Topics will then be reviewed annually to ensure curriculum coverage for all subjects, including Geography. Throughout the school, Geography is taught once a week. 3 units per year, taught once per term. QCA schemes of work have been incorporated into the studies and topic links are made where appropriate. Topics are selected which are relevant to the Geographical origins of our students, and which interest our students. We aim to include as many cross-curricular opportunities as possible, with particular regard to PSHE and British Values, drawing connections between the students' prior homes and cultures, and their current life in the United Kingdom.

We aim to deliver the knowledge, skills and understanding requirements of the National Curriculum for Geography, through studies of the local area and a contrasting area in the UK and abroad. Strategies for AFL and challenge are also incorporated into planning. Early Years' topics are based on the Foundation stage curriculum using the stepping stones for Knowledge and Understanding of the World.

Equal Opportunities

It is important to ensure that equal opportunities issues are addressed as Geography has an important role to play in preparing children to live in our pluralist society. In doing so, we would refer to the following indicators of good practice:

- Pupils are encouraged to draw on their own experience of family and community and sense of space and share it with others.
- Pupils recognise similarities and differences in human kind's relationship with the physical environment.
- Pupils recognise the global and international dimensions of issues such as pollution and conservation.
- Negative images about developing countries should be challenged e.g. images that portray developing countries as poverty stricken and backward dependent on aid from richer countries.
- Pupils should use a variety of source material when studying other countries.

Equality Assurance in Schools: The Runnymede Trust.

Health & Safety

The very nature of Geography can involve children being taken off the premises to visit the local area and other localities, as well as making use of the spaces within our school and on our playground (such as our conservation area). Staff will adhere to current school policy in relation to such visits.

Differentiation and Special Needs

In all classes there are children of differing ability and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. All children have an entitlement to the Geography curriculum. They will also be coming from different starting points regarding their existing knowledge. Once teachers have identified these differences, teachers will employ a range of teaching methods to ensure access to the curriculum and achievement at different levels. The strategies used may include:

1. Common tasks which will expect different outcomes
2. Stepped tasks, with a common starting point, but which aim to extend More Able & Talented pupils
3. Grouping, in which pupils work on a task designed for that group
4. Different resources, same task, which modifies the amount of information given to some pupils.
5. Independent learning – finding answers from a range of resources.

Geography outside the classroom

Fieldwork is integral to outstanding Geography teaching and we include as many opportunities as we can to involve children in practical Geographical research and enquiry.

In the Foundation stage and at Key Stage 1, all the children carry out an investigation into the local environment and are given opportunities to observe and record information around the school site. At Key Stage 2 the children also do a study of the local area and compare it to a different locality in Europe.

Pupils have access to the conservation area as well as the school field which provides opportunities to develop fieldwork skills that build from year to year.

Resources

Resources for staff are kept on a labeled shelf in the cupboard under the stage. Each classroom across the school has a European and world wall map and most have a set of children's atlases. A set of atlases are available for use in most classrooms and there is a set of atlases available on the shelves under the stage. Geography has a small budget allocation and resources are reviewed annually and are added to or replaced as the budget allocation allows. All classes have Internet access and appropriate websites are included when planning to aid Geography teaching. Other opportunities for ICT are planned into lessons where appropriate.

Rights Respecting School Award

In our school we are promoting children's rights across the curriculum which reflects the UN convention of Rights. We are aiming to educate children about their individual rights so they can become well informed global citizens. We encourage teachers to make links between their lessons and the Rights Respecting Articles.

Assessments

Assessing children's learning is an integral part of teaching and learning in our school which is a continuous practice throughout their time at Cranford Primary school. Children's progress should be monitored through observation, by using planning and learning objectives. The assessment is then used to inform future planning as well as to sustain continuity between classes and progression of pupils' learning. Children's progress and achievement is monitored by the class teacher and recorded on Target Tracker. After a topic has been taught assessments are carried out to show what the children have learnt.

Monitoring and Evaluation

Geography will be monitored by the coordinators through the different levels of planning and via classroom observation of work in progress at least once a year as part of the school monitoring framework. Coordinators will monitor planning and complete pupil conferences to assess children's progress and learning. This ensures that any gaps have been identified and addressed through topics for each year group.