



Geography Policy

Article 13 - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17 - Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand.

A high-quality geography education should inspire a curiosity and fascination about the world and its people. 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. In essence, Geography provides a means to explore, appreciate and understand the world in which we live.

Intent

The geography curriculum at Poplar Farm School enables children to develop knowledge and skills that are transferable to other curriculum areas and which promote moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire a curiosity and fascination of concepts about the world and its people; to promote children's interest and understanding of diverse places, people, resources and environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Poplar Farm School and also to their further education and beyond.

Aims

- Stimulate pupils' interest in and curiosity about their surroundings.
- Increase their knowledge and understanding of the changing world.
- Encourage pupils to ask questions and propose solutions to environmental problems.
- Provide pupils with accurate geographical vocabulary to aid independent research.
- Develop pupils' competence in specific geographical skills.
- Foster a sense of responsibility for the earth and its resources.

Implementation

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum.

The geography curriculum at Poplar Farm School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their geography lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches are used based on the teacher's judgement.

Geography provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces. Children showing extensive aptitude in geography will be placed on our schools gifted and talented register. These children will be selected for appropriate enrichment opportunities throughout the year.

At Poplar Farm School we provide a variety of opportunities for geography learning inside and outside the classroom. Every year we join in with 'Geography Awareness Week' where the subject leader plans fun, engaging activities linked to geography for the children to complete. These activities should be guided by both the children's interests and current topical events.

At Poplar Farm School, the children have many opportunities to experience geography outdoors. Fieldwork opportunities are encouraged to enable first-hand learning experiences. The children are given the chance to explore their local area including orienteering within the school grounds, spending time in our sensory garden and environmental walks. External visits are encouraged to enable pupils to extend their knowledge of the world around them e.g. the seaside and local walkways or woods.

Early Years

Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to:

- Observe, find out about, and identify features in the place they live and the natural world.
- Begin to know about their own cultures and beliefs and those of other people.
- Find out about their environment, and talk about those features they like and dislike.

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. 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.

Pupils should be taught:

Locational knowledge

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge

- 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.

Human and physical geography

- 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.
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather as well as key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- 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.
- 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.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use basic symbols in a key.

- Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught:

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United 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.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Physical geography

- Understand key aspects of climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Human geography

- Understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Impact

Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.

Assessment

We assess the children's ability in Geography by making informal judgements as we observe the children during lessons. This can be done through noting oral contributions to discussions in class, taking photographs and videos on different aspects of their work and observing the children's drawings/diagrams. The assessment of children's work is on-going to ensure that knowledge and skills are being developed securely leading to good progress being made. This information helps keep a child centred approach to planning geography activities to aid each child's progression through each skill.

Equal opportunities

At Poplar Farm 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, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

Special educational needs/gifted and talented

At Poplar Farm School, we recognise our responsibility to provide a broad and balanced curriculum for all our pupils. Through our geography teaching we provide learning opportunities that match the needs of children with specific learning needs and those children who are gifted and talented. Activities are planned in such a way as to encourage full

and active participation by all children irrespective of ability, either through differentiated planning or adult support. We consider the targets set for individual children and as teachers we make sure we:

- Set suitable learning challenges.
- Respond to pupil's diverse learning needs.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Role of the Subject Leader

The subject leader's responsibilities are:

- To undertake monitoring of standards in geography and use this to inform the geography action plan.
- To ensure a full range of relevant and effective resources are available.
- To ensure progression of the key knowledge and skills identified within each year group.
- To monitor and evaluate curriculum coverage.
- To play a role in motivating, supporting and modelling good practice for all staff.
- To ensure the geography curriculum has a positive effect on all pupils.

Review

The effectiveness of this policy will be reviewed every two years by the Geography Subject Leader and agreed by the Governing body.

The policy will also be reviewed in line with national curriculum guidance or changes as appropriate.

This policy was adopted on:	February 2021
Review Cycle:	Every two years
This policy was subsequently reviewed:	