

# Rakegate Primary School



## *Geography Policy* 2023

*Rakegate Primary School  
Geography Policy*

*Contents page:*

*3. rationale*

*3. Our Rakegate vision for Geography*

*4. Implementation and Impact of Geography at Rakegate Primary*

*5. Aims and objectives*

*6. Teaching and learning*

*7. Geography curriculum planning*

*8. Cross curricular links*

*9. assessment and recording*

## *Rationale*

*At Rakegate Primary School, we believe that geography is a key skill which children will use throughout their lives. During their time with us, we intend for all children to explore their local area and compare their lives in this area with that in other regions in the United Kingdom and in the rest of the world. Through an enquiry-based approach, the children will learn how to draw and interpret maps, develop the skills of research, investigation, analysis and problem-solving. We will encourage our children to think like geographers and ask questions like, where is this place? Why is it here? What is it like and how did it get like this? Through their growing knowledge and understanding of human geography, children will gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, the importance of sustainable development and promote key British Values.*

## *Our Rakegate Vision for Geography*

*Our Geography curriculum is designed to allow each pupil:*

- To achieve the best possible academic standards in Geography regardless of starting point or ability.*
- To experience and explore human and physical geographical features in a real-life context.*
- To understand their role in the sustainability of the world and global citizenship.*
- To develop an awareness of other cultures and, in so doing, achieve a respect, tolerance and understanding of what it means to be a positive citizen in a multi-cultural country, embedding fundamental British values.*
- To encourage a sense of pride in their local area and give them independence enough to ask geographical questions and understand why Rakegate is like it is.*
- To instill a sense of community and belonging to their local area, the UK and the world.*

## *Implementation and Impact of Geography at Rakegate Primary.*

### *Intent*

*Geography, by its nature is an investigative subject and our high-quality Geography curriculum is designed to inspire children's curiosity and fascination about the world and its people. Children are encouraged to develop a greater understanding of the world and their place in it. The skills taught through geography are transferable to other curriculum areas and are used to promote their spiritual, moral, social and cultural development. Our teaching equips pupils with knowledge about places and people, the environment and natural resources, physical and human processes including land formation and land use both locally and abroad. We also develop geographical skills; collecting and analysing data, using maps, globes, photographs and digital mapping to name and identify counties, continents and oceans and communicating information in a variety of ways. At Rakegate we foster a love and enjoyment of geography through classroom experiences, fieldwork and educational visits.*

### *Implementation*

*Through high standards of teaching and learning in Geography, we have produced a curriculum that is progressive throughout the whole school. At Rakegate we are implementing Kapow, and lessons are taught through various half termly topics, focussing on knowledge and skills stated in the National Curriculum. Lessons are Geography driven with 3 topics studied over the year. The scheme is immersive and current, and progression can be seen throughout the year groups. Consideration is given to how greater depth is taught as well as how learners are supported in line with our school's inclusion policy.*

### *Impact*

*As the children are delivered a broad and balanced Geography curriculum, evidence of their knowledge and skills can be seen in their work. As they progress throughout the school, they will develop a deepening knowledge and understanding of their local area and its place in a wider geographical context, an appreciation of life in different societies and places and how the world is interlinked. Throughout the year, the children are assessed against the age-related expectation bands and this information is used to inform planning by the class teachers. Subject leaders and the Curriculum lead review teaching and learning termly via learning walks, book scrutiny and pupil voice.*

## Aims and Objectives (Intent)

The aims of geography are:

- To enable children to gain knowledge and understanding of places in the world including their defining human and physical characteristics.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To become competent in geographical skills.
- Collect, analyse and communicate with a range of data gathered through fieldwork.
- Interpret a range of sources of geographical information eg. Globes, maps etc.
- Communicate geographical information in a variety of ways.
- To enable children to know and understand environmental problems at a local, regional and global level.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

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Key concepts to be taught in Geography:

- Field work.
- Using an atlas and compass.
- Knowledge of local area, UK, Europe, wider World.
- Place knowledge - an area in the UK compared with a contrasting locality.
- Human and physical geography (land use, settlements, mountains, rivers etc.)
- Sense of place - children to use their senses, express emotions, values and opinions.

## Teaching and Learning Style (Implementation)

We use a variety of teaching and learning styles in our geography lessons. We use whole class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g., research of a local environmental problem or use of the Internet to investigate a current issue.

We recognise that in all classes, there are children of different abilities in Geography, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- Setting open ended tasks to encourage a variety of responses.
- Grouping children in mixed ability groups
- Differentiating tasks to suit the needs of the children.
- Setting challenging tasks for children
- Provide resources of different complexity depending on the ability of the child.
- Using TAs to support and challenge children and groups.

## Geography Curriculum Planning

We follow the 2014 National Curriculum as the basis for our curriculum planning. Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied in each term during each key stage.

The geography subject leader has access to all topics from Kapow. We ensure that children have complete coverage of the National Curriculum and there is progression throughout each year group.

The class teacher uses Kapow to plan lessons, and these are uploaded onto Cloud W. These plans list the specific learning objectives for each lesson and skills to be taught during the lesson and shared with the class. Therefore, the Geography subject leader can access plans and discuss lessons on an informal basis.

We plan the topics in geography so that they build upon prior learning. Children of all abilities can develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

### Foundation Stage

Geography in reception classes are an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through assorted topics including comparing the UK to Africa, the seaside and map work.

### Key Stage 1 and 2

Geography is taught every half term for a minimum of 6 weeks, following Kapow planning. Fieldwork and map work is integral to Kapow planning and the children use a variety of maps, atlases, aerial photographs and Google Earth to enhance their learning.

Year Group	Autumn	Spring	Summer
R	Once upon a time	Animal safari	Big wide world
1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
2	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live near the coast?
3	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
4	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
5	What is <u>life like</u> in the Alps?	Would you like to live in the desert?	Why do oceans matter?
6	Why does population change?	Can I carry out an independent fieldwork enquiry?	Where does our energy come from?

### ***Cross curricular links***

*When and where appropriate, opportunities will be encouraged to promote geographical learning across the curriculum. This could be through links with:*

#### ***English***

*Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in English lessons are geographical in nature, e.g The Firework Maker's Daughter.*

#### ***Mathematics***

*Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data and there are opportunities to investigate time zones and scales using degrees of longitude and latitude.*

#### ***Computing***

*We make provision for the children to use the computer in geography lessons where appropriate. We incorporate ICT in our geography curriculum planning at Key Stage 2, and we use it at Key Stage 1 when appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. We also offer children the opportunity to use the digital camera to record and use photographic images as well as the interactive globe and Laptops and I-pads to record and present learning in Geography.*

#### ***Personal, social and health education and citizenship***

*Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study contrasting locations, the way people live and how environments are different and are changed for better or for worse. Secondly, the nature of the subject means that children can take part in debates and discussions. Thus, geography in our school promotes the concept of positive citizenship, promoting British values through respect and tolerance of others and their differences.*

#### ***Spiritual, Moral, Social and Cultural Development***

*We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues*



of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

### Teaching geography to children with Educational Health Care plans

At our school we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children, regardless of their starting points. Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the 'I can' statements show progression and areas to develop.

We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in learning opportunities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils and their learning needs.

### Assessment and Recording (Impact)

We assess the children's work in geography by making informal judgements as we observe the children during lessons. The Kapow scheme has a start and end assessment. Once the children complete a piece of work, we mark and comment as necessary. For formative assessment, Kapow uses a spreadsheet tracker.

The geography subject leader completes book scrutinies and completes learning walks. Pupil books demonstrate what the expected level of achievement is in geography for each age group in school.

### Resources

We have sufficient resources in our school to be able to teach geography. We keep these resources in year groups where there is a box of equipment for each unit of work. We also keep a set of atlases for both key stages. In the library we have a good supply of geography topic books and a range of educational software to support the children's individual research. The geography coordinator also buys in any resources that are required.

### Monitoring and Review

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The policy will be reviewed annually by staff and governors.

Signed:

Date: