

## Rationale

The study of geography involves pupils in exploring the relationship and interactions between people and the environments in which they live and upon which they depend. Geography helps to prepare them for life in the 21<sup>st</sup> century with all of its currently unknown possibilities. In terms of what we teach in geography and how we encourage and support our pupils to learn the subject we seek 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?* In line with the statutory requirements of the school curriculum which must be balanced and broadly based, our school commits to ensuring that every pupil at every stage of learning has regular and appropriately challenging and engaging learning in Geography which is informed by the National Curriculum. In addition we will ensure that what our pupils learn in Geography and how they learn it not only inspires and stretches them intellectually but also contributes to their spiritual, moral, cultural and physical development and helps to prepare them for the opportunities, responsibilities and experiences of life in the 21<sup>st</sup> century.

## Aims

In accordance with the importance we attach to Geography our school aims to:

- stimulate pupils' interest in their surroundings and in the variety of human and physical conditions on the earth's surface;
- foster pupils' sense of wonder at the beauty of the world surrounding them;
- help pupils develop an informed concern about the quality of the environment and the future of the human habitat;
- enhance pupils' sense of responsibility for the care of the earth and its people and secure their commitment to promoting and living sustainable lifestyles;
- develop pupils' skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions and using

computing to communicate with and explore a variety of people, places and environments across the world;

- help pupils explore values and attitudes about complex issues such as sustainability and sustainable development;
- enable pupils to study the above across a range of places, cultures and environments at a variety of scales, from local to global;
- Foster a sense of understanding about how we are interconnected and interdependent with other people and ecosystems around the world.

## Organisation and Planning

At our school we want pupils to become better geographers and we achieve this by recognising and planning for what becoming better at Geography entails and consequently challenging and supporting our pupils to develop as young geographers as they progress through the school. To enable this to happen we have established an outcomes driven curriculum which recognises the crucial importance of identifying not just what we want our pupils to know and do in Geography but more crucially the intellectual outcomes we intend them to achieve by and through their learning. As pupils progress as geographers we recognise that whatever the content of their learning and the subject skills they are using our expectations of them must be focused on the following progression in subject outcomes:

Recognise - identify - Respond - Express - Basic Subject Vocabulary

Describe - Observe - Reason- Select - Speculate - Appropriate Subject Vocabulary

Classify - Categorise - Sequence - Compare and Contrast - Views and Opinions

Understanding through informed Explanation and Synthesis - Specialist Subject Vocabulary

Highlight and explain Links, Patterns, Processes and Interrelationships

Apply - Reach conclusions - Make judgements Evaluate - Critique - Predict - Reflect - Hypothesise

In foundation and KS1 there is a particular focus on ensuring that our pupils are able to recognise, identify, describe, observe reason and begin to offer explanations for geographical phenomena whilst using basic and increasingly appropriate subject vocabulary.

During Lower Key Stage 2 our expectations increase proportionately as we challenge our pupils not only to know more but also to master progressively more demanding subject outcomes such as reaching explanations through the synthesis of evidence, perhaps from a wide range of sources. At the same time we expect greater subject vocabulary alacrity from our pupils and we plan accordingly for the use of more specialised subject vocabulary. At Upper Key Stage 2 our expectations in Geography are that pupils will more regularly and consistently apply information that they have learned in other contexts and at other stages to make links and identify patterns in their geographical learning. We challenge them to reach conclusions and make judgements about geographical issues and to evaluate and critique evidence and to generate questions of their own.

## Ensuring continuity and progression in learning

Whilst knowing more is an integral part of continuity and progression it is nevertheless just one element of it and merely sequencing subject content will not ensure on its own that our pupils become better geographers. To ensure continuity and progression for all pupils the curriculum is carefully organised EYFS - Year 6 to ensure that our pupil's knowledge and understanding of geography develops because:

- Expected subject outcomes in terms of developing as a young geographer increase in complexity and level of challenge as detailed above and are used as the starting point for all planning of content delivery and learning and teaching enquiries;
- There is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the National Curriculum;
- The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
- The mastery and application of geographical tools and skills occurs in more precise and complex contexts;
- The focus of what pupils learn becomes gradually more issues based enabling them to explain links, patterns and processes and be more informed and mature in their thinking and self-reflection in terms

of recognising the importance of attitudes and values about contested matters.

### Teaching and Learning

In Geography the pedagogy which underpins learning is a key question led enquiry approach, which encourages our pupils to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes.

In line with the school's teaching and learning policy, in geography teachers:

- Design activities which help pupils answer the geographical questions.
- provide fieldwork opportunities.
- share with pupils what they are expected to learn and how they are expected to learn it;
- ensure that objectives for lessons are presented in the form of "key questions" that need to be answered;
- provide a variety of learning activities that are used regularly, including observation, enquiry, investigation, games, mysteries, puzzles and problem-solving;
- encourage pupils to evaluate critically information, ideas and different viewpoints;
- encourage pupils to describe, explain, predict and evaluate places, geographical patterns and processes and environmental changes;
- plan for pupils to make and use maps, atlases, satellite and GIS imagery and globes regularly in order to locate places being studied and make/use models to explore geographical patterns and processes;
- provide plenty of opportunities for pupils to work as individuals, in pairs and in groups;
- encourage discussion so that pupils clarify their thinking;
- set high expectations and use our performance descriptors at EYFS/Key Stage 1; Lower Key Stage 2 and Upper Key Stage 2 to aid this so that learning objectives and activities are sufficiently challenging;
- provide pupils with regular feedback about their work and about what they need to do next in order to improve;

- use assessment, including the use of focused questions, to determine the pupils' levels of knowledge and understanding, before, during and after units of work;
- expect pupils to record their work in a variety of ways, including diagrams, illustrations, pictures, letters, posters, annotated drawings and maps, reports, Power Points and accounts. As appropriate, pupils make oral presentations of their work.

### The Role of the Subject Leader.

The Geography co-ordinator will:-

- a) Understand the requirements of the subject and help colleagues to develop their subject expertise.
- b) Prepare and review policy documents, action plans, schemes of work.
- c) Liaise with the named Governor of the subject.
- d) Help with the monitoring and evaluation of the subject through lesson observations, book looks, staff interviews etc.
- e) Audit resources and use agreed budget to purchase new materials.

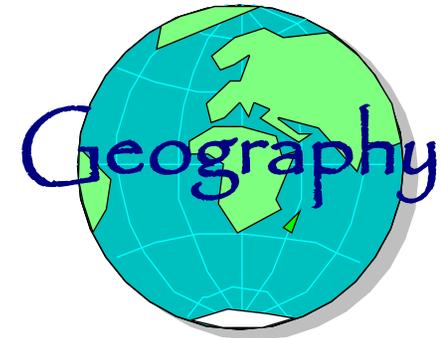
### Equal Opportunities

The teaching of Geography provides many opportunities to prepare pupils for life in a multicultural society. It helps children to build an informed and balanced view of the world and their place in it. It helps children to consider similarities and differences between individuals, groups, communities, countries and continents and explains some of the reasons for these. See also policy on Equal Opportunities.

### SEN/G&T.

See Policy on Special Educational Needs and Gifted and Talented.

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# Policy for Geography