

COLEHILL FIRST SCHOOL

“Colehill First is a happy school,
where children love to learn”.

Geography Policy

The purposes to this policy are to:

- Highlight the importance and value our school attaches to pupils learning Geography and to developing as young geographers;
- Recognise and establish an entitlement to learning and teaching in Geography for all our pupils as a statutory educational requirement;
- Make explicit our expectations in terms of subject outcomes and performance for pupils in Geography as they progress through the school;
- Ensure continuity and progression in terms of subject knowledge, skills application and the development of attitudes and values;
- Clarify how we will assess, record and communicate the performance of our pupils in Geography as they progress through the school;
- Outline the approach to learning Geography our school advocates through outcomes focused and key question led enquiries which are relevant, meaningful and rigorous.

The importance of and entitlement to Geography

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. Many of the pupils who now attend our school will live to see the next century and inhabit a world of 11 billion people. The many opportunities and challenges that will arise during their lifetime will be very much about geography - personal, local, national and global. From adapting and mitigating the impact of climate change to predicting natural hazards such as Tsunami and Earthquakes, to understanding the causes and effects of population migration around the world our pupils will need to know about geography and to think like geographers. Geography helps to prepare them for life in the 21st 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 21st century. 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.

Inclusion, equality of opportunity and differentiation

Geography forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with geographical learning and develop as young geographers irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances. Mutual respect and the fostering of empathy and community understanding at local, regional, national and global scales lies at the heart of the study of Geography and at our school we model this in terms of the inclusive nature of the learning and teaching we provide.

Ensuring differentiation is a fundamental and core element of inclusion. As such we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in Geography including those with special educational needs, those with disabilities and those identified as more able for one reason or another; and those with English as an additional language. In our differentiation planning we take due regard of factors such as classroom organisation, learning materials and the learning environment. Differentiating by learning environment is as crucial as differentiating by task, outcome; learning style or aptitude and this is recognised through the inclusion of regular fieldwork opportunities in our geographical enquiries.

Expectations of outcomes

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

Whilst we recognise that our expectations of pupil outcomes must never be confined by their stage of learning we nevertheless ensure that in the Foundation Stage and at Key Stage 1 our core subject expectations enable pupils to learn and consolidate the fundamental attributes of a being a geographer. At this stage there is a particular focus therefore 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. These anticipated outcomes are reflected in our performance descriptors for the end of Key Stage 1. 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. These expectations are laid out in our subject performance descriptor for the end of Lower Key Stage 2.

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 4 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;

Approach to learning and teaching

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. At our school therefore we seek to encourage pupils to learn their geography through big question led enquiries about topics, places and themes which focuses on real people, places and geographical issues and allows them sufficient scope and time to really engage in high order subject skills such as developing explanations (even though there are very often no 'right' answers to questions in geography). Whilst knowing more subject information as the pupils progress through the school is important we are careful in our planning to ensure that there is always a balance between new content and the development of important subject skills and the ability of children to think critically about what they are learning and why. This approach is reflected in all of our planning. We are very careful to be selective about the subject content we use to ensure that a balance is achieved between knowing more content and the development of key subject skills and outcomes. We recognise that simply knowing more information in itself will not enable our pupils to progress as young geographers capable of making links, seeing things more conceptually and recognising the significance of attitudes and values in shaping the world in which they live. To this end we identify important topics, issues, places and themes informed by the guidance of the National Curriculum to ask important questions about and then plan enquiries which are carefully structured. We recognise that we cannot teach whole topics without risking the curriculum becoming largely content driven. Our approach to leading learning in geography through big investigative 'How' and 'Why' questions ensures that achieving key subject outcomes and our pupils being able to develop as young geographers remains central to all we do.

Regular and high quality outdoor learning is central to a young person's statutory entitlement in Geography. It provides opportunities to develop and consolidate skills and concepts introduced in the classroom and allows pupils to extend their understanding of the 'real' world. Fieldwork provision enables pupils to become observant, to develop the skills of recording, analysis and deduction and to start to develop 'enquiring minds'. Fieldwork and learning outdoors involving the testing and investigation of ideas and theories through practical exercises including observation, data collection, recording, presentation, interpretation and evaluation is therefore fundamental to the study of Geography and the development of young geographers at our school. Consequently fieldwork is a core element of geographical learning in every year group in line with the National Curriculum and this entitlement, along with the appropriate guidance on completing a risk assessment and ensuring awareness of school emergency procedures, is identified in the appropriate enquiries we have planned and resourced.

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

- design activities which help pupils answer the geographical questions such as: Where is it? What is it like? How has it changed? Why has it changed? How will it change next? What will happen if? How might it be better? What can be done about? How do I feel?
- 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; sometimes these are raised by the teacher, sometimes with pupils and sometimes independently;
- 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 and explain 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 and Lower 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, PowerPoints and accounts. As appropriate, pupils make oral presentations of their work.

Assessment, Performance Descriptors and Reporting

Key objectives and subject outcomes along with suggestions as to how achievement against these expectations can be evidenced is detailed in each of our geographical enquiries and investigations.

During EYFS and Key Stage 1 we challenge and support our children to undertake geographical investigations which enable them to use and apply basic and appropriate subject vocabulary, subject tools (including maps, aerial photographs and graphical data and fieldwork skills) to recognise, identify, describe, observe, reason and begin to explain the interaction of people with their environments through pursuing the following enquiries:

Topic	Key Question for investigation
All Around Us	What do we like about our world? How can we keep it nice? Reception
Where in the world is Barnaby Bear?	How does the weather affect our lives? And Why don't penguins need to fly? Year 1 Autumn
Plants/Seasonal changes	Why does it matter where our food comes from? Year 1 Spring
Seaside holidays	Why do we love being beside the seaside so much? Year 2 Autumn
Our school environment	What's the geography of where I live like? Year 2 Spring
Island life: locality study comparing UK island and tropical island	How does the geography of Kampong Ayer compare with where I live? Year 2 Summer

A range of assessment tasks involving written work, annotated maps and diagrams; satellite and photograph interpretation; improvised plays, film animations, news reports, PowerPoint presentations, talks, GIS, discussions and fieldwork are used to assess the performance of pupils against objectives and to form the basis of reporting to parents which occurs in accordance with the school's whole school policy. In order to avoid an over emphasis on assessment to the detriment of learning in Geography a balance is maintained between ensuring we understand how a pupil is progressing and allowing time and space for progress to occur. To this end all of our assessment is Assessment for Learning (judging where a pupil has reached at one moment in time and determining what they need to do next to progress) other than a summative statement of attainment which occurs at the end of Key Stage 1 and Lower Key Stage 2. Not the entire range of anticipated subject outcomes will necessary be assessed for every pupil in every investigation. It is left to the discretion of the teacher as to what is most appropriate and relevant to assess for her or his pupils. The Geography leader keeps evidence of pupil performance against subject outcomes for each stage of learning to ensure consistency of judgements across the school and to use for moderation purposes.

Through Years 3 and 4 in Geography learning and teaching builds on the knowledge and understanding, skills and attitudes outcomes at Key Stage 1 and the pupils make progress through being provided with opportunities to reach consolidated explanations (which means that their understanding is based on the clear use of evidence e.g. from data they have collected and presented in a graph) and reach conclusions about topics, places and issues they have studied through enquiry. Another important aspect of geography at lower Key Stage 2 is that our pupils begin to be able to see the world through the perspective of different stakeholders i.e. people and things that have an interest in or our connected to an issue or place. To this end during Lower Key Stage 2 we challenge and support our children to undertake geographical investigations which enable them to use and apply appropriate and increasingly specialised subject vocabulary, subject tools (such as satellite imagery and GIS) and fieldwork skills to recognise, identify, describe, observe, reason, explain and reach conclusions about the interaction of people with their environments through the study of the following topics, places, themes and issues:

Topic	Key Question for investigation
UK region Southwest of England regional study Badbury Rings	How and why is my local environment changing? Year 3 Autumn/Spring
Cities around the world	Why do over half of the people in the world live in cities? Year 3 Summer
Amazon Rainforests	How could our lives be more sustainable? Year 4 Spring
Modern Egypt :Deserts and water	Why are jungles so wet and deserts so dry? Year 4 Summer

Details about the key subject outcomes and possible sources of evidence of attainment for KS1 and KS2 are listed in the adopted scheme of work, **Primary Connected Geography** by David Weatherly (Collins).

Connecting Geography to other areas of the curriculum

In our planning we have made meaningful links with other subject areas of the National Curriculum and to Spiritual, Moral Social and Cultural Development (SMSC) where incorporating content and perspectives adds value to and extends the geographical understanding of our pupils. Making links is important because it highlights to pupils the interconnectedness and interdependence of the real world but when making such connections we must maintain subject rigour and appropriate expectations in Geography for each stage of learning. For example the primary objective of applying key literacy and numeracy conventions to Geography is to enable our pupils to achieve more and better in Geography - i.e. to develop as young geographers. To this end we must ensure that high standards of literacy and numeracy when applied to Geography result in equally and appropriately high standards of geographical subject attainment. In each of our geographical enquiries links made to other subject areas are clearly documented and as a consequence many are able to deliver substantial elements of the content of other disciplines in a cross-curricular manner.

Monitoring and evaluation

The Geography leader monitors delivery of the Geography curriculum through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the effectiveness of the provision for Geography is conducted on the basis of:

- the moderation of teachers' planning to monitor coverage and delivery of planned enquiries;
- lesson observations and pupil conferencing to ensure that learning and teaching is appropriately engaging and challenging and that progress is being made by the pupils;
- the sampling of pupils' work to ensure that expectations in terms of subject outcomes are being maintained through the curriculum;
- staff meetings to review, discuss experiences and express CPD needs.