

LEYS FARM JUNIOR SCHOOL

GEOGRAPHY POLICY 2021

Introduction

It is our aim at Leys Farm Junior School (LFJS) to allow children, through Geographical understanding, to explore and develop a sense of wonder in the world around them. Children are encouraged to ask questions and answer key questions in order to allow them to achieve a greater understanding about how our world has developed over billions of years, how changes have occurred in the natural world through manmade and natural processes and how our urban areas have developed, including what has allowed for these developments to happen and why. This policy outlines the purpose, nature and management of the geography taught and learnt in our school.

Aims and Objectives of Geography at LFJS

The school aims to deliver a broad and balanced programme of Geographical education that offers opportunities to develop knowledge of local, national and international scales. Map reading skills are developed through the years and links to our local area with those on a worldwide scale are also encouraged to provide an understanding of how we fit in with the world around us.

- to stimulate children's interests in their surroundings and in the variety of physical and human conditions on the Earth's surface;
- to enable children to gain knowledge and understanding of places in the world;
- to enable children to know and understand environmental problems at a local, regional and global level and develop an informed concern about the quality of the environment and the future of the human habitat;
- to increase children's knowledge of other cultures and teach a respect and understanding of how to be a positive global citizen in a multicultural environment;
- to increase children's understanding about how they impact the world around them;
- to develop a variety of geographic skills such as map reading and drawing, along with other skills, including those of enquiry, problem solving, ICT, team work and investigation.

Intent of the LFJS Geography Curriculum

To promote an enjoyment in carrying out investigations into understanding and appreciating our natural and urban worlds in all children that will be continued throughout their time in education. As a school we will ensure that at the end of KS2 (Year 6) our children have been taught to:

- study places and themes at a variety of different scales from local to national levels in the United Kingdom and overseas. Children will be given the opportunity and skills to investigate how people and places are linked and how they can relate to and impact the wider world;
- study how and why physical and human features are arranged as they are, in both place and environment;
- study and therefore understand how people are influenced by and can impact upon environments;
- research and focus on questions such as what is it like? How did it get like this? How and why is it changing? What is my impact?

- develop and implement geographical enquiry skills, including fieldwork and ICT skills, use of geographical terms, making and using maps and using photographs;
- transfer the skills gained through their studies to cross curricular activities where appropriate.

Implementation of the LFJS Geography Curriculum

A variety of teaching and learning styles are used in our geography lessons. We believe in whole class teaching methods, combined with enquiry-based research activities. Within lessons, we give all learners the opportunity to both work on their own and to collaborate with others, listen to other people's ideas and treat these with respect. They have opportunities to access and use a wide range of resources, including ICT, outside visitors and field visits.

We encourage children to ask as well as answer geographical questions. We give them the opportunity to use a wide variety of data, such as maps, statistics, graphs, pictures and aerial photographs, and enable them to use ICT in geography lessons in order to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Children are also given the opportunity to be involved in real life geographical activities where possible, such as research of local environment or investigation of current issues.

As a school we recognise that there are children of different abilities in all classes, and we strive to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved by:

- grouping children according to ability in the class and setting differentiated tasks for each group;
- providing appropriate resources for each ability group;
- setting open-ended tasks which can have a variety of responses;
- using teaching assistants to support those children who require further support to achieve their objectives.

Impact of the LFJS Geography Curriculum

Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their research to answer key Geographical questions.

Children will become increasingly aware of how the world has changed both from how it was, via natural physical and/or human processes, to the world that they currently live in. They will also have a further understanding of Geographical concepts on a small-scale local level, along with the understanding of the natural and man-made world. Children will develop enquiry skills to pursue their own interests within a topic and further questioning. Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of Geographical concepts on their world, including the chance to practice map reading and analytical skills in real time. Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

Monitoring and Reviewing

The Geography subject leader is responsible for keeping samples of children's work in a portfolio, along with copies of long- and medium-term planning from each year group. The subject leader is also responsible for completing monitoring of children's work each term at the end of a topic. Class teachers keep the children's geography work in the children's topic folders.

The subject leader is responsible for ensuring that staff are kept up to date with new initiatives and changes to the curriculum. Wherever possible (budget allowing), staff will be offered opportunities to attend relevant training and continuing professional development (CPD) sessions/courses. This will be arranged through liaison with the CPD co-ordinator.

Geography Curriculum Planning

Geography is planned for on a long, medium- and short-term basis, using the skills-based curriculum. We have a long-term plan which identifies the topics to be taught in each year group each term. A topic web is then created to outline the cross curricular links for each subject. Geography is included in all topic planning even if the topic is history or science based. Class teachers will produce short term plans which outline the programme of study to be taught, along with the key skills the children will learning and the levels at which they will be working. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also build planned progression so that there is an increasing challenge as children progress through school. We enable pupils to have access to the full range of activities involved in learning geography.

Assessment

Assessment is an on-going process which takes place over the period of the whole key stage. Teacher assessments will be performed on pupils in order to monitor progress and inform school reports. We evaluate short term plans by stating which children were able to complete the tasks independently, with help or could not do the task. This is used to inform the next lessons planning. Once the children complete as topic, we record the key skills they have been able to complete using non-core assessment criteria. We use these records to inform future planning, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the academic year. All class teachers are responsible for this ongoing recording and assessment.

Geography is taught to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We achieve this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Where attainment falls below the expected range, a review of resources available and the environment in which the children learn is undertaken in order to provide additional or different action to help the child learn more effectively.

Where children are to participate in activities outside of the classroom, such as field trips, we carry out risk assessment prior to the activity to ensure that the activity is not only safe but also appropriate for all pupils.

Impact of Geography on Teaching in Other Areas of the Curriculum

Mathematics - Geography contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing their map skills using coordinates, distances, statistics and longitude and latitude. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the growth of populations in their local area through looking at census data or looking at how ice flows have shrunk in the Arctic over a period of time.

English - Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their oral skills and confidence through discussing and debating Geographical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports, statements and letters in keeping with their Geographical theme.

Information and communication technology (ICT) - We use ICT in Geography teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in Geography at Key Stage 2. Children use ICT in Geography to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the digital camera to record and use photographic images and they communicate with other children in other schools and countries by using e-mail.

Personal, social and health education (PSHE) and citizenship - Geography contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how we can prevent urbanisation of our greenbelt land. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others through study of other cultures and countries around the world, understanding how they impact us and the world as a whole.

British Values

When teaching Geography, we contribute to the children's spiritual development where possible. Children understand how we are linked with people from other cultures, races and religions throughout the world. The geography programme of study also enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today, and understand how this came about via immigration and settling.

Resources

We have a wide range of resources to support the teaching and learning of Geography. Each topic has appropriate boxes for each unit of topic. General resources such as globes and maps are also kept centrally in room 5. Up to date atlases are available along with world maps and globes for teaching purposes. Additional information packs have been bought for topics to be covered to ensure a broad range of learning.

We are aware of the need to regularly review our policies to take account of the new initiatives, changes in curriculum or developments in technology.

Reviewed: February 2021