



**Spring 2019**

This policy should be read in line with The National Curriculum in England: primary Curriculum  
<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

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## **The National Curriculum in England (2014)**

### **The Importance of Teaching Geography**

The National Curriculum (2014) states that high-quality teaching of Geography should 'inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. 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.' (pg. 184)

At John Clifford School, we believe that a cross-curricular approach is particularly relevant to the teaching of Geography and the introduction of environmental issues. Children learn best through enquiry and investigation and because of this we encourage the use of first-hand experience as an exciting introduction for new topics.

### **Aims and Purposes**

The national curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Equality of Access and Differentiation**

Geography is taught within the guidelines of the school's Equal Opportunities Policy.

- We ensure that all our children have the opportunity to gain Geography knowledge and understanding regardless of gender, race, class or ability.

- Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- We aim to teach Geography in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We value Geography as a vehicle for the development of language skills, and we encourage our children to talk constructively about their Geography experiences.
- In our teaching, Geography is closely linked with literacy and mathematics.
- We recognise that Geography may strongly engage our gifted and talented children, and we aim to challenge and extend them.
- We exploit Geography's special contribution to children's developing creativity; we develop this by asking and encouraging challenging questions and encouraging original thinking.

### **Our School Curriculum: Key Areas of Focus**

#### Geography in Foundation Stage: Understanding the World

In the Early Years Foundation Stage, children first learn about geographical concepts through playing in and exploring the space around them. They are encouraged to observe and compare places, objects, materials and living things, to question and explain why things occur and to talk about change.

#### Geography in Key Stages 1 and 2

##### Key Stage 1

In Key Stage 1, pupils should develop their knowledge about 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.

##### Key Stage 2

In Key Stage 2, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe and the wider world. 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 knowledge.

### **The Teaching of Geography**

At John Clifford School, the teaching of Geography takes place on a weekly basis as part of Topic lessons. Teaching staff will lead these lessons.

## **Planning and Evaluation**

All teachers are responsible for planning, evaluating and teaching Geography. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium-term plans to achieve balance and coverage over a term or half term. The more detailed weekly/fortnightly short-term planning will focus on the teaching process. A planning proforma is used throughout the whole school to focus learning expectations.

Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

## **Assessment, Recording and Reporting**

Short and medium-term assessment is the responsibility of the class teacher. 'I can' statements can be used to highlight areas requiring revisiting and also to show areas of strength. Pupil progress is reported to parents in the Topic Work area of reports and also commented on in parents' evenings.

## **Links with Other Subjects**

Learning about Geography doesn't generally occur within discreet Geography lessons. Typically, Geography at John Clifford School is taught as part of a Topic lesson which may encompass several Foundation Subjects. Furthermore, we encourage the use of our extensive outdoor environment to support the teaching and learning of Geography.

## **ICT in Geography**

The use of ICT is encouraged in Geography as a research tool. Children will acquire information by direct observation, talking to others, by viewing, reading and listening to texts and videos. They will examine photographs, read literary and factual texts, communicate with others and use various forms of electronic media. They will create information reports, timelines and diagrams to communicate geographical information and data.

At both key stages children have the opportunity to:

- Locate and research information using the internet
- Record findings using text, data and tables
- Log changes to the environment over time using sensing equipment and data loggers
- Use digital cameras, tape recorders and microscopes
- Explore a variety of activities and resources using the IWB (Interactive Whiteboard).

## **Outdoor Learning in Geography**

At John Clifford School, we aim to enhance our Geography curriculum and learning through the use of our extensive outdoor environment. The nature area, pond, outdoor classroom and new learning lodge provide a variety of learning opportunities and promote eco-awareness throughout the school. Learning that takes place outside the classroom can improve pupils' teamwork, motivation and enthusiasm for Geography.

## **The Role of the Geography Leader**

At John Clifford School, the Leader for Geography is Charlotte Garforth. Her role within school in leading Geography is to:

- Inspire others to teach Geography in a practical, engaging and challenging way.
- Monitor the effectiveness of Geography within the school.
- Support teachers in their planning and strategies for classroom management.
- Keep up to date with any new, relevant government documents and disseminate new information.
- Ensure continuity and improvement of the teaching and learning of Geography across the school by monitoring and professional development opportunities.
- Ensure that the Geography assessment across the school is consistent and accurate, and to judge whether data is in line with national averages.

## **Homework**

Homework in Geography is set in line with the school's Homework Policy (2015/2016). The class teacher may set a 'creative' project over the half term holiday which will be related to the topic. Due to the nature of our creative curriculum in school this will have a link to Geography.

## **Parental Involvement**

The school actively encourages parents to support learning in Geography through newsletters and themed topics. A curriculum map is shared on a half-termly basis to inform parents of the learning that is taking place. Our annual World Culture Day provides a platform for the wider school community to share the arts, faiths and cultures of their homelands.

## **Risk Assessment**

Teachers assess all activities and resources used in lessons in terms of the possible risk they may pose to children and adults. All lessons are planned and delivered in line with the school's General Risk Assessment Policy.

This policy was written in Spring Term 2019 and will be reviewed Spring Term 2020.