

Leopold Primary School - Geography Policy

Autumn 2020

Mission Statement:

We aim to improve core knowledge of Geography and generate enthusiasm for the subject through engaging lessons. We are also dedicated to developing in students a sense of how geography affects them and also how they are able to affect their environment.

Our aims in teaching Geography are:

- to stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface
- to teach pupils about their own locality and how it is the same as or different from other places
- to foster children's sense of wonder at the beauty of the world around them
- to help children develop an informed concern about the quality of the environment and the future of the human habitat
- to enhance children's sense of responsibility for the care of the Earth and its people and build a concept of sustainable development of the world's resources
- to develop a range of skills and understanding necessary to interpret geographical information and to carry out geographical enquiries
- to help children to develop an appreciation of the many lifestyles in Britain and around the world, which reflect a variety of cultures. They should develop positive attitudes towards different communities, counteracting racial and cultural stereotypes
- to encourage children's interest in our local area and its resources
- to use different sources of information and representation including the use of ICT
- to build the appreciation of what global citizenship means

How do we teach Geography?

Keeping in mind the cultural capital of our cohort, all Geography units begin with own experiences and then stimulates their imagination and desire to discover more. Leopold places high priority in linking Geography with other subjects including History, PSHE and Literacy. In addition, Leopold recognises the importance of Geography as an academic link between Science and the humanities.

In the Foundation Stage, children develop crucial knowledge, skills and understanding that help them to make sense of the world and form the foundation for geographical work in KS1. They will:

- observe, find out about and identify features in the place they live and the natural world
- find out about their environment, and talk about those features they like and dislike
- create simple maps, plans, paintings, drawings and models of observations of the area and imaginary landscapes
- use role play and imagination to explore cultural differences and similarities
- link their exploration to the geographically based elements of the Foundation stage Curriculum

In Key Stage 1, geography is about developing knowledge, skills and understanding relating to the children's own environment and the people that live there, while developing an awareness of the wider world.

- Children will investigate and learn about the physical and human features of their own environment and appreciate how their locality is similar to and different from other places.

- Focus on geographical questions like *What/Where is it? How did it get like this?*
- Develop and use geographical enquiry skills, including fieldwork skills, geographical terms, making and using maps, and using photographs.

In Key Stage 2, geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales (both in the United Kingdom and overseas) and an appreciation of how places relate to each other in the wider world. Children will:

- study places and themes at different scales, from local to national, in the United Kingdom and overseas, and investigate how people and places are linked and how they relate to the wider world
- study how and why physical and human features are arranged as they are in a place or environment, and how people are influenced by and affect environments
- focus on geographical questions like: *what is it like? How did it get like this? How and why is it changing?*
- will develop and use geographical enquiry skills, including fieldwork and ICT skills, geographical terms, making and using maps and using photographs
- benefit from the opportunity to experience different geographical locations, especially a school week outing in years 4 and 6, and smaller trips throughout the school

Expectations:

By the end of KS1, most children will be able to:

- describe the main features of localities and recognise similarities and differences
- recognise where things are and why they are as they are
- express their own views about features of an environment and recognise how it is changing
- find out about places and environments by asking and answering questions, by using their own observations and other geographical enquiry skills and resources

By the end of KS2, most children will be able to:

- explain the physical and human characteristics of places, and their similarities and differences.
- know the location of key places in the United Kingdom, Europe and the world
- explain patterns of physical and human features
- recognise how selected physical and human processes cause changes in the character of places and the environments
- describe how people can affect the environment and explain the different views held by people about environment change
- undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skills, resources and their own observations

In accordance with the Geography display policy, there will be evidence in the learning environment of:

- a variety of resources
- maps and diagrams, including maps made by the children, with key features relating to the topic
- items which reflect geography in the news (e.g. significant events such the effects of natural disasters or ecological issues and items that challenge pre-conceived fact)
- provision of adequate display space and geographical terms linked to topic displays
- word banks in the classroom with vocabulary relevant to the topic

Monitoring, Reporting and Review

In order to meet these expectations in Geography, teaching of Geography at Leopold Primary School is by the following process:

- Each year, National Curriculum units are chosen by a group consisting of:
 - Senior Management
 - The Geography coordinator in consultation with the History coordinator to allow for close and relevant links between the two subjects
- Class teachers are informed about which units should be taught for each year and provided with the appropriate progression documents and resources
- The Geography coordinator(s) produce medium term plans for each year group according to the specified units on a term by term basis
- Once complete, individual plans for each class are annotated based on the needs of individual students. These are monitored and further feedback is given or they are approved. The Geography coordinator(s) is available for consultation and feedback during this weekly planning meetings when needs to assist with this
- Books are regularly monitored by the Geography co-ordinator to ensure that students and classes are following the term plans
- Reports on the quality of learning as a result of monitoring the students' books are submitted to class teachers and senior management
- The Geography co-ordinator and senior management provides additional support to class teachers if further improvements can be made as identified from the student's book monitoring

Spiritual, Moral, Social and Cultural Development:

The school's Geography curriculum, lessons and materials will support equality of opportunity and an inclusive attitude towards all learners. We will ensure that children are provided with a broad and balanced curriculum that takes advantage of the multicultural and multiracial diversity of our children in Brent.

Equal Opportunities:

All pupils will have equal opportunity to reach their full potential across the Geography curriculum regardless of their race, gender, cultural background or ability. Class teachers will be responsible for planning activities that are differentiated and suitably challenging to meet the needs of all children, enabling access for all to the study of geography. A variety of media will help children find suitable access to the curriculum.

Gifted and Talented:

In terms of provision for gifted Geographers, they will be able to join the newly established Eco-Warriors committee with activities aimed at developing their creative and critical thinking skills. Students will be also encouraged to enter national competitions like those planned for Climate Change Week or the World Wildlife Foundations' 'Healthy Planet' campaign.

Assessment:

Teachers assess students' progress through:

- Lesson participation

- Marking the work produced in lessons in accordance with the whole school marking policy
- Feedback on relevant key stage progression documents
- Half-termly summative assessment through submission of data on Target Tracker

Resources:

There is a central stock of geographical resources for completing fieldwork for all classes in Key Stage 1 and 2 to access when needed. A class set of age-appropriate atlases are stored in each classroom to be utilised during all lessons. All classrooms have interactive whiteboards and can access wide range of interactive resources. Additionally, teachers have access to online 'Dijimaps Primary' mapping software on all school computers and iPads as well as a membership to the Geographical Association online journals and teaching resources.

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