



# St Mary Abbots Church of England Primary School

2 Kensington Church Court, London, W8 4SP

## Geography

### 1. Objectives:

#### 1.1 Purpose

The aim of the teaching of *Geography* at St. Mary Abbots Primary School is to stimulate the children's interest and understanding about. *Geography* is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. *Geography* explores the relationship between the Earth and its people through the study of place, space and environment. In *Geography*, pupils learn the skills of understanding a locality and how and where people fit into its overall structure. *Geography* encourages children to learn through experience, particularly through practical and fieldwork activities.

#### 1.2 Aims:

Through effective teaching and learning of *Geography* we aim for children to:

- Know where they live in comparison to other places in the UK and wider world.
- Be able to identify and describe the differences and similarities between different cultures within the world.
- Become appreciative and respectful of different cultures by developing a good understanding of cultural diversity.
- Have first-hand experience of the human and physical features of different locations.
- Be encouraged in a commitment to sustainable development and appreciate what 'global citizenship' means.
- Know and understand environmental problems at a local, regional and global level.
- Be able to use geographical skills to collect and communicate information including drawing and interpreting maps.

## **2. Curriculum Planning & Organisation:**

### **2.1 National Curriculum 2014**

Geography is planned in line with the National Curriculum 2014. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and that these are built on through the school. Certain topics will have an in depth focus on Geographical skills whilst other will focus knowledge. This enables children to become immersed in the subject for these focused periods of time; deepening their knowledge and creating greater opportunities to apply their geographical skills. During periods where Geography is not a focus, links between the skills of research, investigation and evaluation in History and Geography are re-enforced.

### **2.2 Phases of Planning**

We carry out curriculum planning in Geography in three phases (curriculum map, medium-term and weekly plans). The curriculum map outlines the Geography topics studied over the year in each key stage; which is through topic based learning. The children study Geography topics in a cross-curricular way. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study. The subject leader reviews medium-term and weekly plans on a regular basis. The class teacher writes weekly plans for the teaching of Geography; these plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although s/he and the subject leader discuss them on an informal basis.

## **3. Teaching and Learning:**

### **3.1 Teaching and Learning Styles**

We use a variety of teaching and learning styles in our geography lessons. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

### 3.2 Differentiation

We recognise that in all classes children have a wide range of ability in Geography, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty, some children not completing all tasks.
- differentiating tasks by ability e.g. 1, 2, and 3 smiley faces.
- differentiating resources and adult support to ensure all children access their learning.
- creating opportunities to develop oracy and deepening understanding of geographical vocabulary and abstract terms.

## 4. Key Stages

### 4.1 Foundation Stage

Geography is taught in reception classes as an integral part of the topic work covered during the year. We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a 'good' playground. (see the foundation stage policy)

### 4.2 Key Stage 1 and 2

As with KS1 and KS2, Geography contributes to learning in Understanding the World and other areas of learning in the revised EYFS Framework including Communication and Language, Personal, Social and Emotional Development, Literacy and Mathematics.

## 5. Geography Teaching in Other Curriculum Areas

### 5.1 English

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are historical in nature. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class.

### 5.2 Mathematics

The teaching of Geography contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers through activities such as creating time-lines and through sequencing events in their own lives to develop a sense of chronology. Children also learn to interpret information presented in the form of graphs or diagrams.

### 5.3 Personal, Social, and Health Education (PSHE) and Citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others. We also provide children with the opportunity to discuss moral questions, or what is right and wrong. The Geography programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

### 5.4 Computing

The use of computing and technology enhances our teaching of Geography, wherever appropriate, in all key stages. This more than meets the statutory requirement for children to use ICT as part of their Geography work in Key Stage 2. The children use ICT in a variety of ways, such as word-processing, researching information on the Internet, and presenting information through *PowerPoint*.

## 5.5 Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. Children are encouraged to reflect on the impact of mankind on our world. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help by teaching them about how society works to resolve difficult issues of economic development to contribute to the children's social development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

## 6. Equal Opportunity:

### 6.1 Learning Opportunities

At St Mary Abbots, we implement the school's curriculum policy of providing a broad and balanced education to all children. Through our Geography teaching, we deliver learning opportunities that enable all pupils to make outstanding progress. We endeavor to meet the requirements of those pupils with special educational needs, disabilities, special gifts and talents, and those learning English as an additional language. Realistic steps are taken to achieve this. For further details, see the relevant separate policies.

### 6.2 Progress

When progress falls considerably outside the expected range, the child may have special educational needs. A range of factors are considered in assessing any potential learning barriers - differentiation, learning resources, teaching style, and classroom organisation. This allows us to take additional or different action to enable the child to learn more effectively. Assessments made by teachers against the National Curriculum's attainment targets and level descriptors allow us to consider each child's attainment and progress in relation to the target levels. This helps to ensure that our teaching is matched to the child's needs. The IEP may include, as appropriate, specific targets relating to Geography.

We enable all pupils to have access to the full range of activities involved in learning Geography. Where children are to participate in activities outside the

classroom, (e.g. a visit to an archaeological dig) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7. Assessment:**

### **7.1 Class Teacher**

Children demonstrate their ability in *Geography* in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

### **7.2 End of Year**

At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. We use these levels as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

## **8. Sources & References:**

8.1 This policy has been developed with reference to the national curriculum and has been cross-referenced with the following school policies; English, Maths, ICT, Special Educational Needs, Equality and Diversity and Promoting British Values.

## **9. Resources:**

9.1 There are sufficient resources for all *Geography* teaching units in the school. We keep these resources in a central store where equipment for each unit of work is kept. The studium contains a good supply of *Geography* books to support children's individual research. These are kept under review and we regularly invest in our *Geography* resources, ensuring that we have a range of interesting and stimulating materials in different formats.

## **10. Homework/parent partnership:**

10.1 Geography homework is not routinely set, however, English homework may have a geographical focus or where appropriate holiday homework will be used to encourage geographical research at the beginning of a new topic. Each term there will be a topic based home learning project set which will have a reference to Geography learning. An overview of the curriculum is also handed out at the Meet the Teacher meeting at the beginning of the academic year to support parents in discussing and exploring these topics with their children.

## **11. Monitoring and Evaluation:**

11.1 It is the responsibility of the Geography coordinator to monitoring of the standards of children's work and of the quality of teaching in Geography. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader provides the Head Teacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

**Policy produced by Mr.S.Adkins (Geography Co-ordinator) now Mr Mann**

**Date: April 2017**

**Next Review: April 2019**