

Robert Arkenstall Primary School

Geography Policy

It is the aim of Robert Arkenstall Primary School to provide a broad curriculum and education of the highest quality within a happy, safe, secure and stimulating environment, which enables each child to experience success; to equip them with skills as thoughtful, caring and active citizens, eager to explore the possibilities of the world.

pursue possibilities; love learning

This policy is published on the School website, stored on the Network: Staff Share and is available on request from the school office

Governor Committee	Curriculum & Standards
Reviewer	K Bonney
Ratified	May 2022
Review period	As required
Next review due	

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Geography is highly valued within Robert Arkenstall’s broad and balanced curriculum. It inspires our pupils and encourages a curiosity and fascination about the world and its people and places, how they interact and have evolved. In our rural location with globally significant agriculture and fenland landscape, we work to ensure children privilege the narrative of our landscape and are in awe of contrasting environments in their deepening understanding as geographers.

INTENT

- To develop children’s knowledge and understanding of places and environments throughout the world and the human and physical processes that shape them
- To encourage a sense of identity through the study of the local area, localities in the United Kingdom and other parts of the world
- To be able to use the geographical skills of observing and describing, questioning, investigating and analyzing information, and to be able to make and use maps
- To foster a greater understanding of different cultures and societies
- To encourage an understanding of their own place in the world, their values and their rights and responsibilities to other people and the environment
- To enrich and support other areas of the curriculum
- To recognize and understand issues concerning the environment, climate change and sustainable development
- To prepare children for adult life and employment by helping them to understand the society in which they live and by developing their investigative and problem solving skills

IMPLEMENTATION

- Our geography curriculum is taught through a clearly sequenced curriculum, which follows the National Curriculum programmes of study.
- Our content is taught in cycles throughout EY/KS1, Lower KS2 and Upper KS2 and sequences of learning are carefully mapped within each academic year.
- Key vocabulary is taught explicitly, with recall and rehearsal opportunities.
- At key milestones, coherence of prior learning builds towards pupils confidently getting better at geography by revisiting or recalling learning in the context of new content.
- Narratives are used to engage learning and develop key disciplinary concepts within and across subjects.
- Lessons are structured around teacher modelling and short tasks to secure learning before moving on based on the science of cognition of learning.
- Each teacher follows and adapts plans for their class
- We ensure that all children access the learning in lessons and we have suitable support and challenge in place. We achieve this by:
 - using classroom assistants to support individuals or groups
 - pre-teaching of key vocabulary and concepts
 - setting open-ended tasks
 - setting tasks of increasing difficulty
 - providing extra support, such as word banks and sentence starters

- Planning includes opportunities to:
 - think about geographical questions using concepts of place, scale, space, distance, interaction and relationships
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and geographical information systems
 - communicate geographical information in a variety of ways, including through drawings, maps, numerical and quantitative skills and writing at length
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Within classes children are taught individually, in groups, or as a class as appropriate, and the organisation of the class will vary according to the activity that is being carried out
- Tasks may be based in the classroom, school grounds, in the local area or on a field trip
- Teaching and activities should be planned taking account of the school's Equality policy
- Homework may be used to extend learning. These tasks will be short and focused and will be referred to and valued in future lessons

THE FOUNDATION STAGE

Geography curriculum is an integral part of Understanding of the World and is taught through topics. To facilitate the development of concepts and skills, teachers provide experiences by drawing on an assortment of resources and opportunities to explore the world around them through hands-on experiences. Children explore the school and the local area to create representations of these places using everyday objects, blocks and drawing their own maps. A strong emphasis is also placed on caring for the environment.

FIELDWORK

Fieldwork is integral to good geography teaching, and we include a range of opportunities to involve children in practical geographical research and enquiry in the local area.

THE CONTRIBUTION OF GEOGRAPHY TO TEACHING IN OTHER CURRICULUM AREAS

ENGLISH - Vocabulary

At Robert Arkenstall we firmly believe vocabulary is the golden thread that supports and unlocks children's potential in all areas of the curriculum. Without this thread, children's ability to comprehend and make sense of the world is significantly weakened and therefore reduces their life chances. Ludwig Wittgenstein said, "The limits of my language are the limits of my world." At Robert Arkenstall we aspire to reduce word poverty by placing vocabulary instruction at the centre of our curriculum. We use vocabulary resources to make learning words 'stick' through the use of engaging texts; child-friendly definitions; and collocation/synonym word maps. We teach words discretely and also embed the vocabulary instruction of

disciplinary language throughout geography and within the wider curriculum so that their word consciousness is always being built upon and expanded. We also make reference to the morphology and etymology of words so that children can make lasting connections.

ENGLISH - Speaking and listening (oracy)

The quality and variety of language which pupils hear and speak are vital for developing their knowledge, vocabulary and understanding for reading and writing in geography. In formal and informal situations, we create and encourage opportunities for meaningful conversation, discussion and talk for learning.

Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive learners; to share their thoughts; to build upon ideas with confidence; to challenge ideas respectfully and summarise what they have heard. Through embedded oracy practices across our curriculum, children at Robert Arkenstall learn how other people make sense of the world; how language is used to reason; how emotions and identities are expressed; and how to work together to solve problems through the use of constructive talk.

Opportunities for oracy across the whole curriculum are planned for and developed. Children play an active part in presentations, recitals, group discussions, debates and drama activities. We follow the guidance and ideas from Voice 21 to support the teaching and learning of speaking and listening skills.

ENGLISH - Writing

In order to ensure that all pupils learn to be confident writers we give children experiences to write at regular opportunities throughout the school week, in all curriculum subjects. Our principal aim is to develop children's knowledge, skills and understanding. Importantly, we ensure children write in full sentences and rehearse the use of key vocabulary before writing.

ENGLISH - Reading

We use high-quality texts to support our teaching of geography. Our Opening Worlds curriculum is based on expertly written text books and disciplinary vocabulary. All children have access to our wonderful school library, which has carefully selected books to support the geography curriculum.

MATHS

The teaching of geography in our school contributes to children's mathematical understanding in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance, and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

PERSONAL, SOCIAL AND HEALTH EDUCATION & CITIZENSHIP

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and society. For example, children study sustainability and how environments are changed for better or for worse.

Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions in order to understand other people's points of view.

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. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world, and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about possible inequalities and injustices in the world.

We help children to develop their geographical knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study e.g. deforestation.

INCLUSION AND EQUAL OPPORTUNITIES

At Robert Arkenstall we teach Geography to all children, whatever their ability and individual needs. In all classes children have a wide range of abilities, 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 through a range of strategies. In some lessons we do it through differentiated group work, while in others we ask children to work from the same starting point before moving on to develop their own ideas. We deploy classroom assistants to support children, and to enable work to be matched to the needs of individuals.

Through our teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

We enable all pupils to have access to the full range of activities involved in learning. Where children are to participate in activities outside the classroom (a field trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

RESOURCES

- Resources will be stored centrally in the resources room when that area of study is not being taught
- A high quality published resource is available for teachers to support the teaching of geography in KS2
- Each classroom has access to globes and atlases

- Computers will be used where appropriate to enhance the teaching of geography
- Resources should be used, following the guidelines set out in the school's Health and Safety Policy. Practical work, fieldwork and educational visits should also be planned with particular reference to the school's Health and Safety policy

ASSESSMENT

- Each teacher is responsible for assessing, recording and reporting children's effort and attainment in geography
- Formative assessment, including diagnostic tasks in KS2, is used to inform planning and teaching
- An annual report relating to their child's effort in geography is sent to parents
- The Opening Worlds Curriculum in Key Stage 2 includes low stakes quizzing for children to demonstrate what they know as they complete each unit of study

MONITORING AND EVALUATION

- The monitoring of the standards of children's work and the quality of teaching in geography is the responsibility of the subject leader
- Samples of work from each year group will be collected and monitored annually
- Pupil voice will be gathered annually
- The subject leader will also support colleagues in their teaching
- The geography policy will be reviewed as necessary in collaboration with teachers

IMPACT

Our Geography curriculum enables our pupils to develop an appreciation and understanding of the lives, experiences and actions of people around the world and to think critically and ask key questions in their roles as global citizens.

This understanding allows them to have the cultural capital and enrichment opportunities to enable them to become well-informed geographers with the potential to be cartographers, town planners, conservationists, meteorologists, environmentalists or weather forecasters.

By the end of KS2, children will have learned the knowledge, concepts and skills laid out and will be prepared for the next stage in their education. The curriculum is coherent and sequential and builds on prior learning with frequent opportunities for practical application of knowledge and skills through project and field work. Frequent self-assessment and teacher reviews show that pupils are able to recall and apply the taught content, learning more and remembering more.