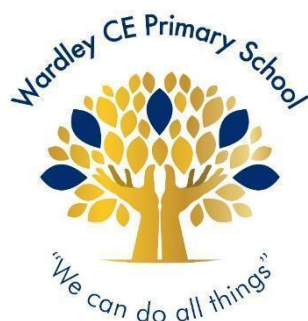


# Wardley CE Primary School Geography Policy



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	June 2023
Signature of Chair	<i>Alan Johns</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	June 2026

## **EQUALITY STATEMENT**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

## **Our school vision**

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

*We can do all things through Christ who strengthens us. Phillipians 4:13*

## **Practical ways in which we attempt to carry out our school vision**

### ***Through the Christian value of respect:***

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

### ***Through the Christian value of friendship:***

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

### ***Through the Christian value of trust:***

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

### ***Through the Christian value of courage***

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

### ***Through the Christian value of perseverance:***

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

## **Spiritual Moral Social & Cultural Statement**

At Wardley CE Primary School we aim to promote children's curiosity and understanding about the world in our geography lessons. We aim to build upon the child's 'personal geography' by developing geographical skills and knowledge through studying places and themes. Geography is a valued part of the curriculum as it provides a means of 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. Geography looks at how societies function in different parts of the world and the children will focus on spiritual, moral, social and cultural (SMSC) aspects of different nations. Throughout the year, children are given the opportunities to understand more about the world we live in and how we can look after it.

Spiritual education in geography involves the study of real people in real places. Our geography units of work enable children to reflect and share their own experiences and the diverse nature of our classes enhances discussion and debate in this area. Imagination and creativity is a theme in teaching, where children are stretched in the geographical activities they are given.

Moral education in geography involves investigations, debates and a consideration of different viewpoints and most geographical topics have a moral element to them. Children will explore how ethical/unethical actions impact the world. Debates based on these geographical issues help develop empathy and appreciate the opinions of others.

Social education in geography helps children to consider the differences and similarities between societies and different cultures around the world. Children's own social development is encouraged through discussion and problem solving. Geography also is a key part in developing a child's skill of expressing themselves clearly and communicating better.

Cultural education involves children developing a better understanding of our multicultural society through studying links between different geographical regions

### **Intent**

What is geography?

Michael Palin in 2011 said: 'It is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant... geography is a subject with the key to our future.'

Barack Obama in 2012 said: 'The study of geography is more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents and in the end, it's about using all the knowledge to help bridge divides and bring people together.'

Geography is a rich and diverse subject that gives children the opportunity to learn about diverse places, people, resources and environments. It inspires a curiosity and fascination about the world from an early age.

The subject is therefore well placed to play an important part in developing the school's vision to enable the children to make the most of their talents and see that 'we can do all things' within a deep and rich curriculum.

The Geography Association identified seven 'big ideas' that are central to the subject:

- Place - What is it like? What happens here? How does it change?
- Space - location, distribution, patterns, network, connections.
- Environment - physical & human processes, actions, features, change.
- Scale - local, regional, national, global.
- Environmental impact - sustainable change
- Cultural awareness - connections, diversity, social identity.
- Interconnections - between places, events, people, features.

Throughout the school's geography curriculum, children will develop their understanding of these seven 'big ideas' which are embedded within it. They will deepen their understanding of place and the interaction between physical and human processes and how this affects landscapes and environments.

They will also develop important geographical skills, such as being able to use a compass and four figure grid references to describe a location. This reflects geography's position as a practical 'doing' subject.

Our pupils have access to a diverse, enquiry based geography curriculum that allows continuous development of key skills and geographical knowledge throughout their time at primary school. It also supports the children in developing their broader key skills in: literacy, numeracy, oracy and graphicacy. The last is the ability to interpret maps & diagrams and geography can be seen as being uniquely placed to develop spatial skills.

Our subject intent is that to be a geographer at Wardley CE Primary means that you have:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.

- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.
- A sense of pupil agency that encourages them to become active global citizens who aim to lobby and to make a positive difference to the world that they live in.

### **Implementation**

At Wardley CE Primary School our geography curriculum involves:

- Comparing and contrasting land-forms, land uses, weather, seasons and ecosystems.
- The use of secondary sources to obtain geographical information, e.g. photos, books, CD-ROM, videos.
- Following directions using positional and directional language, also using these to direct others.
- Expressing and evaluating views on the attractive and unattractive features of the environment, e.g. tidiness, noise, building on greenbelt land.
- Naming the physical features of places, e.g. mountain, sea, beach, factory, valley.
- Using developing language to talk about their work e.g. route, scale, tide, erosion, climate, temperate, continent.
- Developing geographical skills of making observations and measuring, recording observations through maps, talk, and writing, taking photographs, sketches and diagrams.
- Using maps, globes, atlases and interpreting photographs.
- Undertaking fieldwork in the local area and places further afield in the UK.

- Helping the children appreciate the variety of responses to the same basic needs (ethnic, cultural and economic) and to imagine what it might be like to experience life in other places.

At Wardley CE Primary School we use a variety of teaching and learning styles in our geography lessons. We use whole-class teaching methods and we combine these with enquiry-based research activities. 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, video and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning.

At Wardley CE Primary School children take part in discussions and debates about geographical issues. Children learn about other places through reading stories with settings in different places and in different landscapes. They make outside visits. They engage in a wide variety of problem solving activities. Wherever possible, we involve the children in 'real' geographical activities.

The objectives of geography teaching in the school are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2. The school has identified three key threshold concepts that the children will keep returning to in their geography work. These set out the disciplinary knowledge for the subject and they are:

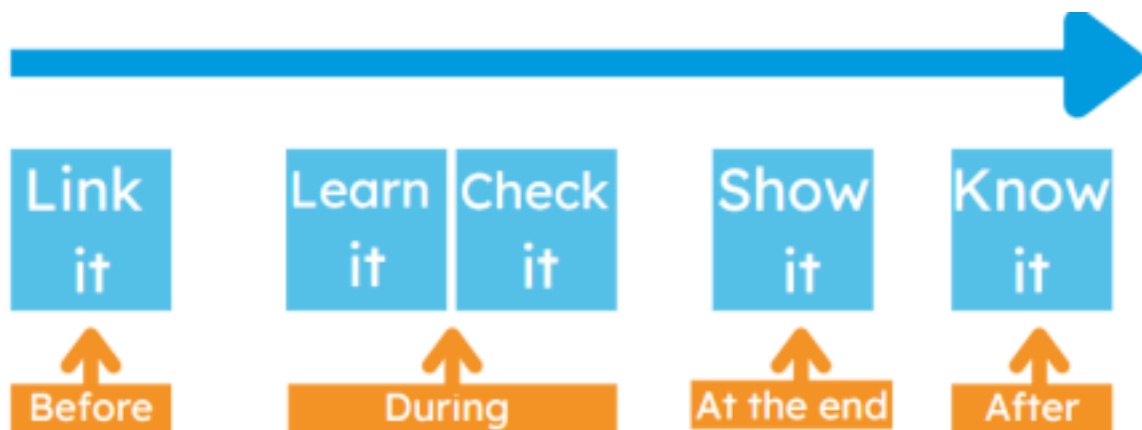
- To investigate places: *Understanding the geographical location of places and their physical and human features.*
- To investigate patterns: *Understanding the relationship between the physical features of places and the human activity within them and the appreciation of how they interact.*
- To communicate geographically: *Understand geographical representations, vocabulary and techniques.*

Each geography unit is based on an enquiry based approach driven by key questions. This enquiry based approach will be underpinned by developing the pupil's critical thinking skills. The aims of this are to allow the pupils to:

1. Make better sense of information
  - Identifying fact & opinion.
  - Identifying bias.
  - Evaluating evidence.
  - Understanding the source and questioning how valid the information is.

2. Become better at thinking
  - Asking better geographical questions.
  - Using critical thinking.
3. Become a more open thinker
  - Take on board other points of view.
  - Challenging a charity mentality.
  - Starting with stories about us to help pupils develop mutual respect and their values.
  - Avoiding the single story mentality: Chimamanda Ngozi Adichie 2009 - The Danger of a Single Story.

At Wardley CE Primary School we place five pedagogical principles at the heart of our geography curriculum and we have ensured that there is time spent on the intent of how we deliver this. Our aim is for the children to ‘remember more and know more’.



**Link It:** At the beginning of a unit of learning teachers carefully link the children’s prior learning. Learning starts with igniting pupils’ prior knowledge. Research on cognitive load recognises the potential benefits this will have upon long-term retention. Once established, we move onto the ‘Learn It’ stage where the composite learning is broken down into manageable components.

**Learn It:** This is new learning. It is often taught through a sequence of lessons that follow a ‘line of enquiry’. These are shaped by key questions which guide the children’s exposure to new knowledge and link it back to the overarching line of enquiry. Children learn the substantive knowledge required for the area of learning (based on the essential opportunities) whilst developing their disciplinary knowledge for the subject through the threshold concepts.

**Check It:** Throughout the 'Learn It' phase, teacher's plan 'Check It' opportunities for adults to review their learning to date. This gives teachers the opportunity to recognise gaps in pupils' knowledge and to enable them to make future decisions based on these assessments. Throughout lessons, the children's understanding will be checked by the teacher through a range of 'Check It' tasks.

**Show it:** At the end of a sequence of learning, we use 'show it' which is beneficial in enabling pupils to showcase their learning. The children present their learning at the end of each area of learning. This often takes the form of an end of unit reflection activity in which the children bring together their ideas in response to the 'line of enquiry' that they have been following. Importantly, there is encouragement for pupils to come up with innovative ideas.

**Know It:** At Wardley CE Primary School, we check that the children know more and remember more with a summative activity at the end of each area of learning. As well as this, the children have regular retrieval sessions to retrieve their prior learning to ensure that it is not lost. This would normally be after the area of learning has been concluded and could be later, or even much later, in the school year.

### **Links to the Wider Curriculum**

At Wardley CE Primary School geography is taught through a blocked curriculum approach and we teach geography discretely. We try to link geography to other subjects to help build on prior knowledge whilst ensuring no tenuous link is made.

At Wardley CE Primary School 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 English in lessons are geographical in nature. Children develop verbal skills through discussing geographical questions or presenting their findings to the rest of the class.

At Wardley CE Primary School geography teaching contributes to the teaching of mathematics in a variety of ways. Children learn to interpret information presented in graphical or diagrammatic form. Children use grid references, scales and measurements in map work.

At Wardley CE Primary School we use computing in geography teaching where appropriate. Children use computing in geography to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

At Wardley CE Primary School 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 society should respond to deforestation in the Amazon rainforest. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and



to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

At Wardley CE Primary School when teaching geography, we contribute to the children's spiritual development where possible. Children learn about how societies have changed over time on how prejudice and persecution can be an unfortunate part of this process. The geography programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multicultural British society of today.

### **Geography in the EYFS**

The key link for geography within the EYFS is within 'The Understanding The World' strand of the EYFS curriculum. Understanding the world involves guiding children to make sense of their physical world and community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and shops to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later development in the subject and in reading comprehension more widely. The key geographical strands that are therefore developed within the EYFS can be seen as:

- Who - people around them and their roles in society.
- Where - similarities and differences.
- What - their immediate environment.

Specific geographical techniques such as the use of messy maps will be used to help develop these strands within the context of a geographical curriculum that extends throughout the school.

### **Impact**

The impact of the subject can be seen in the progress that the pupils make. This can be seen as knowing more, remembering more and being able to do more. It is about the pupils developing their ability to think geographically. It is about connecting existing and new knowledge, developing competence and making links. Assessment is both formative as children learn and summative to evaluate the gains that have been made. It is kept to the minimum necessary to be fit for its purpose.

At Wardley CE Primary School assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of each topic against the subject's threshold concepts (disciplinary knowledge) and the subject's substantive knowledge, which enables teachers to track each child's progress. These are based on the subject's National Curriculum programme of study,

The way we assess this progress includes the following practice (as set out in the school's teaching & learning policy and assessment policy):

- On-going formative assessment- this includes the use of day to day assessment for learning classroom practice and feedback. It looks at the pupil's development of key knowledge and skills. It can include short tests and quizzes. The aim is to reactivate thinking, make links and connect ideas to better embed them in the long term memory.
- Long term summative assessment - this looks at the subject's substantive and disciplinary knowledge. It involves the pupils drawing their learning together, for example in the end of unit responses to the key questions. It also provides an overview of whole school progress for the subject leader.

### **Role of the subject leader.**

The geography subject leader at Wardley CE Primary School is Mark Foster.

The role as a subject leader is to act as a guardian of the standards in the subject.

This means that they know:

- How well pupils achieve.
- What the strengths of provision are
- What needs to be done to improve outcomes.

To achieve this subject leaders undertake the following monitoring activities on a termly basis:

- Lesson observations.
- Monitoring of children's books.
- Discussions with both adults and children.
- Looking at classroom displays.

In addition subject leaders will:

- Support staff in their development of planning and to monitor planning.

- Facilitate the sharing of good practice among staff.
- Work together with colleagues to raise standards.
- Ensure that the policy documents and curriculum resources remain useful and current.

### **Geography and links to home.**

Ideas about how parents and carers can help their child with geography at home are sent out on the class curriculum leaflets each half-term. Geography is often the focus of the half-term homework project. This allows the children to use their imagination to present their projects in a variety of ways such as in written, oral or pictorial form as well as using ICT.

### **Inclusion**

At Wardley CE Primary School all children have access to geography lessons and activities regardless of their characteristics or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all, regardless of gender, considering religious and cultural beliefs and enabling those with disabilities to have full participation

Through adaptive teaching we provide all children with the tools and support to be involved and access every history lesson. This is the 'low threshold, high ceiling' model of teaching and learning that is set out in our teaching and learning policy.

To promote an inclusive environment in geography we will use the following provision model:

## Wave 1 Support

### Inclusive Quality First Teaching

Differentiated planning and work  
Additional concrete resources to support learning in class e.g. number lines, word mat, visualiser  
Inclusive ethos and learning environment – SEN Policy, Accessibility Policy, SEN Information Report.  
Behaviour management  
Effective deployment of staff and support staff  
Consideration of teaching programs and planning for varied learning styles  
Accurate assessments  
Pupil progress meetings  
Working closely with parents  
Being mindful of cultural and social differences / influences in the community

## Wave 2 Support

### Additional Interventions to enable children to work at age-related expectations or above

Provision mapping  
Interventions – both evidence based and informal e.g. Phonics, Mr Goodguess, SALT, Lego therapy  
Use of marking and assessment to identify children who need a re-cap focus  
Pre-teaching / Post teaching follow up  
Small group phonics  
Well-being groups  
Social communication resources in class e.g. timetables, social stories  
visual cards  
SALT strategies used in class e.g. visuals to support, use of gestures/sign language

## Wave 3 Support

### Targeted provision for those who require a high level of personalised and specialised support

IEPs  
SALT intervention or 1:1 specialist SALT  
1:1 emotional therapy – iThrive  
1:1 input LSS and PIT  
Enhanced SALT support (School Buy-in)  
Precision teaching  
Behaviour plans  
Personalised reward programs  
Personalised strategies used in class – e.g. dyslexia overlays, specific formats for writing on

