

Geography Policy



Lawley Village Academy

Introduction

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. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment.

Geography encourages children to learn through experience, particularly through practical and fieldwork activities. At Lawley Village Academy, we believe it is important to build a geographical curriculum that endorses the importance of outdoor learning, allows children to explore the wider world and develop an understanding of diversity. We want them to know more, remember more and understand more.

The strands in Geography are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Aims

- 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

Geography in the Early Years Foundation

The teaching of Geography is not a specific part of the Early Years Foundation Stage. Children in Early years begin to develop skills and knowledge in geography through the Understanding the world aspect. This early start to geography allows the children to develop a basic vocabulary through observing within their immediate locality and then comparing their observations with a place further afield. This is set out in the early year's curriculum as children needing to:

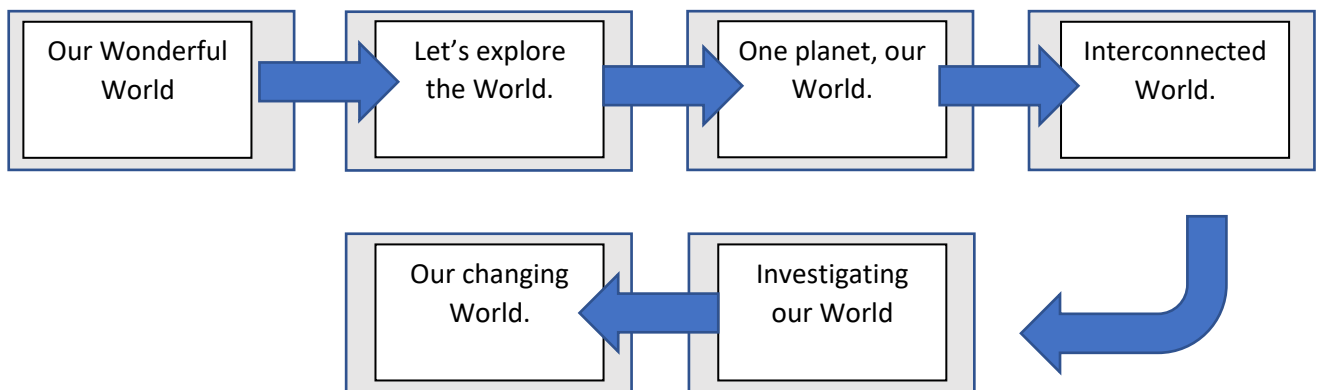
- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

Planning across the keystages

At Lawley village Academy, we have developed a long term plan which allows the children to develop skills and knowledge from their own starting places. The curriculum has been

designed to allow children to revisit and build on key knowledge and further develop skills as they move through school.

Each year group has two carefully planned Geography units which encourage enquiry and allow the children to develop knowledge and skills in Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork. In particular, each year group has an 'our world' topic which allows exploration of human and physical geography and then a direct comparison of two localities.



During Key stage 1, pupils investigate their local area and a contrasting area in the UK and a non European country. They find out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

In Key stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized, including history, science and computing.

The long term plan shows complete coverage of the national curriculum so topics do not need to be revisited, instead learning objectives are revisited as the children move through each key stage. The teachers use a skills and knowledge progression document so that the learning is progressive.

Ensuring continuity and progression in learning

Whilst recalling knowledge is a key part of our curriculum, we are also intent on ensuring that there is clear progress being made across school in each aspect, allowing the children to be better geographers. We are confident that our children's knowledge of geography develops because:

- Expected subject outcomes in terms of developing as a young geographer increase in complexity and level of challenge as detailed above and are used as the starting point for all planning of content delivery and learning and teaching enquiries;
- There is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the National Curriculum;
- The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
- The mastery and application of geographical tools and skills occurs in more precise and complex contexts;
- The focus of what pupils learn becomes gradually more issues based enabling them to explain links, patterns and processes and be more informed and mature in their thinking and self-reflection in terms of recognising the importance of attitudes and values about contested matters

How does Fieldwork contribute?

Fieldwork is a vital and valuable component of the compulsory phase of every student's school experience. "Schools should recognise the value of fieldwork for improving standards and achievement in geography." OFSTED, 2008 Geography without fieldwork has been described as 'Science without experiments.'

Opportunities for fieldwork have been planned into the curriculum. These opportunities vary from traffic surveys to children visiting the coast to recording velocity measurements of a river. The fieldwork trips are planned in to the curriculum at key learning moments to allow maximum impact on learning at developmentally appropriate stages.

All fieldwork trips require staff to do a pre visit and a risk assessment. Risk assessments follow the academy guidelines and must be signed off by the head teacher prior to the visit taking place.

The role of the Co-ordinator

The Geography coordinator leads the maintenance and development of the subject in school. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Identifying training needs of staff through monitoring and performance management review.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.

The co-ordinator will oversee planning and monitor pupil's work. At the end of each unit, the key knowledge, understanding and where appropriate fieldwork skills will be assessed by the class teacher. Assessments carried out on Curriculum maestro will show whether

children are working at the expected level in each aspect of the geography curriculum. This allows the co-ordinator to make judgements about the attainment within school.

Assessments will be undertaken using the following methods:

- Observation of pupils
- Talking with pupils
- Marking written work
- Self -assessment
- Peer assessment
- Use of plickers to check and revisit knowledge.

Pedagogy

Staff in school have developed an understanding of Rosenshines' 10 principles. We focussed upon this theory as we were keen that the children were able to learn and acquire new information and wanted to ensure teaching enabled this. These principles outline an effective approach to instruction within lessons. As a staff we have also looked into dual coding. We recognise the importance of providing models and images alongside delivering information or developing skills.

SEND

At Lawley Village Academy we recognise the need to cater for children with special educational needs or disabilities. We are an inclusive school and take pride in ensuring our curriculum is accessible to all. Careful consideration is put into the planning of activities, the use of visual models and images and pre teaching activities. Activities and resources and scaffolds are differentiated to support learning throughout school.