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Introduction

At Hawthorn Tree School we work in partnership with parents to provide an education of the highest quality, which celebrates everyone's success in a happy, caring environment where all our differences are valued.

This policy outlines the teaching, organisation and management of Geography taught at Hawthorn Tree School. It reflects the School's values and philosophy to the teaching and learning of Geography. Geography teaching in the Primary School is about developing an understanding of our world, through experience, investigation and learning from secondary sources. A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. 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.

The role of the geography subject leader is to;

Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in geography throughout the school.
Provide leadership and management of their subject to secure high-quality teaching and learning and play a key role in motivating, supporting and modelling good practice for all staff.
Undertake monitoring of standards in Geography and use this to inform the Geography Action Plan.
Conduct work sampling regularly focussing on different aspects of teaching and learning.
Take responsibility for the purchase and organisation of central resources for geography.
Keep up to date with developments in geography education and disseminate information to colleagues as appropriate.
To report to the Head teacher and Governing Body on geography-related issues.

The importance of Geography

Introduction

At Hawthorn Tree School we are committed to providing all children with learning opportunities to engage in geography. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

Geography is an essential part of the curriculum, 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 through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions and learn tolerance and understanding of other people and environments.

Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across

the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

Aims

The aims of geography are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Statutory entitlement and time allocation for KS1 and KS2.

To achieve the objectives of the Geography Curriculum, the subject should be taught either as an isolated topic or integrated with other subjects through a half termly or termly topic and other subjects are linked in with it.

Teaching and Learning Style

Progression and Continuity

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography. We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts and 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, aerial photographs, geographical footage 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, visiting relevant sites and carrying out fieldwork. We recognise the fact that we have children of differing ability and cultures in all our classes, and so we 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 which are differentiated by task, expected outcome and/or support from peers or adults.

SEND and Equality

Geography forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work in Geography takes into account the targets e.g. in the children's Educational Healthcare Plans (SEND plans).

The Equality Act, 2010, states that the responsible body of a school must not discriminate against, harass or victimise a pupil or young person because of one of the protected characteristics;

- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

As such, we teach Geography to all pupils within school.

Planning

Planning is carried out on 3 levels:

- Long term planning of topics covered
- Medium planning
- Short term planning

Planning is the responsibility of individual teachers and should be used to:

- Set clear objectives
- Ensure work is matched to pupil's abilities and interests
- Ensure progression, continuity and subject coverage throughout the school.
- Ensure teaching and learning continues to show links to UNICEF and the Rights Respecting Schools Award.

Resources

We have a wide range of text books, such as atlases and interactive boards to access the internet as a class and there is a wide range of geographic material located in a central area of the school. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Resources are built upon each year according to the needs of the school and budget.

ICT

ICT will be used in various ways to support teaching and motivate pupils learning. ICT involves the computer, iPad, audio, visual aids, DVD' and digital map referencing software. The ICT suite may be used to enhance lessons and enable children to find information off the internet and other programs to support their learning in accordance with Safeguarding, data protection and E-safety regulations.

Geography contribution to learning across the curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Children will be taught a range of knowledge of skills in both Key stage 1 and Key stage 2. Both key stages will focus on Locational knowledge, Place knowledge, Human and Physical geography and Geographical skills and fieldwork. Links to other areas of the curriculum can be made through ICT, maths in the form of data collection/graphs and literacy through non-fiction writing. Geography units as set out below will enable children to explore different cultures across the world allowing pupils to understand differences and compare them to British cultures. Please see below curriculum objectives.

The units of work for Geography.

Key Stage 1

In key stage 1 Pupils will be taught about:

- Location knowledge: They will be able to name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Place knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting European country (Year 2 will focus in detail on the European country Poland as at Hawthorn Tree pupils from Poland make up a large percentage of our school community) The school is currently twinned with a similar school in Poland.
- Human and physical geography: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Be able to use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- Geographical skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human

and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

During 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.

Children will develop skills to enable them to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

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 and links continue to be made to the rights of the child..

Spiritual, moral, social and cultural development

Spiritual development: Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future.

Moral development: Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment and the effects this can have on the surrounding area.

Social development: Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Assessment and Monitoring

Assessment and Recording

At Hawthorn Tree School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible and marking work will be guided by the school's Marking Policy.

Monitoring

The Geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The subject leader is responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leader completes an annual action

plan and evaluates the strengths and weaknesses in the subject area, identifying areas for further improvement. Throughout each academic year, the subject leader undertakes monitoring of Geography across the whole school.

Records of pupil's achievements are kept to:

- Plan for pupil's future learning
- Report progress to parents
- Maintain a written record of a pupil's learning
- Provide a curricular record of each pupil.
- Make whole school judgements on standards in the subject.

UNICEF

As a UNICEF Rights respecting school, this Hawthorn Tree Policy recognises the following articles: 2, 3, 4, 5, 7, 8, 12, 13, 14, 15, 16, 17, 19, 24, 28, 29, 30, 31, 39, 42. Please visit <https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf> for more detail.

Appendices

**The scheme of work overview for Geography.
The National Curriculum for Geography.**