



**Bullion Lane
Primary
School**

GEOGRAPHY POLICY

Policy statement and guidelines for Geography

Introduction

This document is a statement of the aims and principles for *Geography* at Bullion Lane Primary School and applies to children aged 3-11years.

Intent

Our intent at Bullion Lane Primary school is that our teaching of *Geography* will 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.

Our intent for our *Geography* approach is:

- To inspire pupils to develop a curiosity and fascination about the world and its people.
- To develop pupils' geographical skills and communicate geographical information in a variety of ways.
- For pupils to understand, compare and contrast different places, people and localities throughout the world.
- For our pupils to apply *Geographical* skills in everyday life.

At Bullion Lane Primary School geography education should be fully inclusive to every child.

Our aims are to fulfil the requirements of the National Curriculum for *Geography*; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for *geography*.

Implementation

The National Curriculum provides a structure and skill development of the *Geography* curriculum being taught. Learning across the curriculum is a balanced programme of study, which is sequentially planned to build on knowledge and skills. *Geography* at Bullion Lane Primary is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Existing knowledge is checked at the beginning of each topic. This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenges to all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.

Impact

The successful approach to teaching *Geography* at Bullion Lane Primary School results in a fun, engaging, high-quality *Geography* education, that provides children with the foundations for understanding the significance of *Geography* in their world as well as geographical skills and knowledge that will enable them to be ready for the next key stage and for their future life as an adult in the wider world.

Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical

geography. This is in addition to the development and application of key skills, supported by fieldwork. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.

Topic book monitoring takes place in the summer term across all year groups and shows that Geography is taught at an age appropriate standard across each year group with appropriate levels of differentiations and opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence

Programme of study

Geography is taught as a discrete subject or as the main focus of a topic based curriculum where appropriate. The geography curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of the end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements for; Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.

	Cycle A	Cycle B
EYFS	<ul style="list-style-type: none"> Observe, find out about and identify features in the place they live and the natural world. Find out about the environment, and talk about those features they like and dislike. 	<ul style="list-style-type: none"> Observe, find out about and identify features in the place they live and the natural world. Find out about the environment, and talk about those features they like and dislike.
Key stage 1: Years one and two	<ul style="list-style-type: none"> The UK: to name, locate and identify 4 countries and capital cities in UK Around Our School: fieldwork/physical/ human features of local area Going to the seaside: similarities and differences of human and physical geography of UK & contrasting foreign location 	<ul style="list-style-type: none"> The Weather: seasonal and daily weather patterns in the UK An Island Home: aerial photos, recognise landmarks, devise maps, use basic symbols as a key-N.S.E.W Weather around the world: hot & cold areas of world, Equator/N & S poles, Continents & 5 oceans. Use maps, atlases & globes
Key stage 2: Years three and four	<ul style="list-style-type: none"> Place Knowledge: County Durham Volcanoes & Earthquakes UK cities 	<ul style="list-style-type: none"> Map Work-8 points of a compass Place Knowledge: Mexico Local fieldwork: sketch maps, plans & digital images
Year four and five	<ul style="list-style-type: none"> 'Our World' different countries, use of globe, physical features Village Settlers Investigating Rivers & The Water Cycle 	<ul style="list-style-type: none"> Region of a European country Map work, 6 figure grid references
Year six	<ul style="list-style-type: none"> Geographical skills 	<ul style="list-style-type: none"> Geographical skills

Teaching Methods

Planning

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied in each term during each key stage, Bullion Lane Primary school has two different long term planning cycles; A and B.

Our medium-term plans follow the national guidelines and give details of each unit of work for each term.

The short term planning of sessions is the responsibility of individual teachers and each class teacher creates a plan for each geography lesson taught.

Methods

At Bullion Lane Primary we use a variety of different teaching methods We understand that geographical concepts can be taught through drama, art, design and technology and educational visits and adopt a cross curricular approach where suitable. 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 technology where this may enhance their learning. Wherever possible, we involve the children in 'real' geographical opportunities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Resources

We have a range of resources, including maps, atlases, textbooks and globes within our school to be able to teach all the geography units. In the library we have a good supply of geography topic books and access to a range of educational software to support the children's individual research such as google earth. Additional resources can be ordered from Durham Learning Resources.

Fieldwork

At Bullion Lane Primary we believe that fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. At Key Stage 1 we let all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children do a study of the local area.

Links with other subjects

Geography presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas:

English- skills of reading, writing and speaking and listening are actively taught through Geography.

Maths- 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 and there are opportunities in UKS2 to investigate time zones and scales using degrees of longitude and latitude.

ICT- using ICT tools to support learning, finding information from a variety of sources and sharing findings and to research information through the Internet

PSHE & Citizenship- developing self - confidence, asking moral questions about the environment. For example, children study contrasting locations, the way people live and how environments are different and are changed for better or for worse. Geography in our school promotes the concept of positive citizenship, promoting British values through respect and tolerance of others and their differences.

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. We offer opportunities for 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 what it means to be a responsible citizen. 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.

The Geography subject leader should:

Develop subject knowledge, supporting and advising staff where appropriate.

Review and obtain resources to deliver the planned curriculum.

Explore cross-curricular links, liaising with staff where appropriate.

Monitoring and evaluation

Geography is monitored formally through a scrutiny of planning, children's work and talking to children.

The LA monitors provision as and when necessary

Review

This is a working document and will be reviewed and updated when necessary.

Monitoring & Evaluation Comments

Signed: _____ (Chair of Governors)

Reviewed : February 2022

To be reviewed: February 2024

