



**Roe Lee Park  
Primary School & Nursery**

*Free to Flourish*

***Geography  
Policy***

## **Our Mission Statement is:**

**'Children, parents, governors and all staff to work together to ensure that everyone fulfils their potential and enjoys a rewarding experience'.**

### **1. Statement of Intent**

At Roe Lee Park, we believe that Geography should provide a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography offers the opportunity to explore the relationship between the Earth and its people and should stimulate curiosity and imagination, building upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes. High quality Geography encourages children to learn through experience particularly through fieldwork and practical experience.

At Roe Lee Park, we want to encourage children's natural curiosity about the place in which they live and the wider world and to help them to realise that their actions will have an impact on that world whether negative or positive. We want children to have an interest in and understanding of global and local environmental issues which will affect their lives.

Opportunities will be made to develop our cross curricular themes of:

- Enquiry
- Vocabulary development
- The local area

Our intention is to provide quality in the teaching and learning of geography.

We aim:

- To inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives
- To equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deeper understanding of the Earth's key physical and human processes
- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments
- To acquire geographical knowledge, understanding and skills
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time

## **2. Legal Framework**

Our curriculum will ensure a progression of skills and knowledge throughout each Key Stage focused on the National Curriculum based on the needs of our pupils in our school. It will follow guidelines set out in:

DfE (2013) 'National curriculum in England: geography programmes of study' DfE (2021) Statutory EYFS Framework

Children will be taught a range of knowledge of skills throughout their time at Roe Lee Park focusing on Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork.

## **3. Roles and responsibilities**

### **Subject Leader**

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Liaising with the head and Senior Management Team in the writing of the School development plan and SEF relating to the teaching of Geography
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in geography and disseminating information to the rest of the teaching staff
- Leading staff meetings as appropriate
- Attending relevant in-service training and prompting others about relevant training

### **Teachers**

1. Acting in accordance with this policy.
2. Ensuring progression of pupils' geographical skills, with due regard to the national curriculum and EYFS statutory framework
3. Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
4. Liaising with the geography coordinator about key topics, resources and supporting individual pupils.
5. Monitoring the progress of pupils in their class and reporting this on an annual basis.

6. Reporting any concerns regarding the teaching of the subject to the geography coordinator or a member of the senior leadership team (SLT).
7. Undertaking any training that is necessary in order to effectively teach the subject.
8. Setting tasks which can have a variety of responses.
9. Providing resources of differing complexity according to the ability of pupils.
10. Setting tasks of varying difficulty depending on the ability group.
11. Utilising teaching assistants to ensure that pupils are effectively supported.
12. Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.

### **Support staff**

1. Assisting the class teacher as directed
2. Supporting children with specific needs

### **Governors**

1. Ensuring that children are provided with a curriculum which meets their needs and follows the national curriculum

## **4. Teaching and Learning**

1. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
2. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.
3. Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:
  4. Questioning, predicting and interpreting
  5. Pattern seeking
  6. Practical experiences
  7. Collaborative work
  8. Role-play and discussions
  9. Problem-solving activities
  10. Classifying and grouping
  11. Researching using secondary sources

Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos.

## **5. The Curriculum:**

### Early Years Foundation Stage

Geography in the Foundation Stage is taught under the umbrella of 'Understanding the World' from the 2021 Statutory EYFS Framework with the Early Learning Goals of the Natural World and People, Culture and Community. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their homes and local environment. These focus areas will be taught through Understanding the World:

- Observing and recording daily weather
- Describing key features of school and home and comparing to a contrasting environment (woodland)
- Exploring the features of a contrasting environment (Antarctica)
- Describing key features from countries that the children have visited or seen in books
- Know that London is the capital city of of England and name some main attractions
- Begin to identify simple symbols on a map of a known area

### Key Stage 1

These focus areas will be taught throughout the key stage:

- UK countries and capital cities
- A comparison of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Features of hot and cold places
- Identify seasonal and daily weather patterns in the United Kingdom
- 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

These focus areas will be taught throughout the key stage:

- A region in Europe - Italy
- Volcanoes and earthquakes
- A contrasting UK locality - Inglebrough
- Rivers and the water cycle
- Biomes

- Rainforests and vegetation belts
- A North-American country - Alaska
- Coasts

## **6. Planning:**

1. The geography curriculum follows units agreed by the Staff and linked in to the school assessment tools ensuring coverage of the National Curriculum Programmes of Study. It is reviewed annually to ensure current initiatives are included.
2. Planning is completed on a medium term plan to illustrate skill development, lesson content, learning objectives, resources, support and challenge and assessment.
3. As we understand that there are many different geographical abilities in each class, we ensure that each unit of work has sufficient support and challenge to allow all children to work at their level of challenge. Planning may be monitored by the geography co-ordinator.
4. Geography is taught in alternate half terms as a discrete subject but cross curricular links will be made as appropriate.
5. Resources are stored in classrooms and central storage facilities. All staff may access them, but they are responsible for their prompt and orderly return.
6. The school's resource base contains reference books, textbooks, teacher prepared materials, pictures, photographs, maps and atlases, videos, DVDs, globes and published materials and Digimap for schools. Resources enrich and stimulate children's geographical enquiry.

## **7. Assessment and Recording:**

1. Children's progress should be monitored through observation and by using planning and learning objectives linked into the school assessment system/data collection.
2. Pupils are encouraged to record their work using a variety of methods and thereby communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going geography, including photographic evidence of displays, presentations, visiting speakers and geographical visits.
3. Feedback to pupils should be provided on their attainment against the objectives of geography.
4. Pupils are encouraged to improve their own learning performance through the school marking and feedback policy.

## **8. Cross Curricular Links**

### **English**

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 are used in English lessons are geographical in nature. Children develop oracy through discussing geographical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

### **Mathematics**

Geography teaching contributes to the teaching of mathematics in a variety of ways. Children study variations in temperature, heights of land, depths of sea, grid references, longitude, latitude, distances and time zones and compass points. Children learn to interpret information presented in graphical or diagrammatic form.

### **Science**

Some areas of geography may be covered within the science curriculum particularly the water cycle and importance of water to both humans and animals.

### **Computing**

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. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it.

### **Personal, Social and Health Education (PSHCE)**

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 ecological questions such as how society should respond to issues such as famine, natural disasters and environmental issues including pollution and climate change. They learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others as well as the world around them.

### **French**

Part of the modern foreign languages curriculum includes a study of France and its people.

## **9. Homework**

This may be set at the discretion of the teacher.

## **10 Equal opportunities**

1. All pupils will have equal access to the entire geography curriculum.
2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all geography lessons.
3. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support, will be provided where necessary.
4. All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
5. Roe Lee Park aims to provide more academically able pupils with the opportunity to extend their thinking through extension activities such as Killer Questions.



***Policy written by: Rachel Welsh***

***Date: 21.09.2022***

***Review date: 01.09.2023***