



Geography Policy

Philosophy

At Crooks Barn we aim to inspire children with a fascination and curiosity about the world around them in the hope that this interest will remain with the children throughout their lives and to inspire them in line with our whole school curriculum ethos to inspire a love of lifelong learning. We want to educate a generation who are inspired to gain knowledge about our world and we aim to guide children to ask questions and notice life around them. In line with our school ethos **'we have planned a curriculum which teaches them about their local area whilst encouraging them to explore the wider world.'** Our geography curriculum contributes to ensuring the children are **'aware of the rich diversity of experiences that are available to them-both locally and further afield.'** Children should be encouraged to extend their knowledge and broaden their horizons. The world is a diverse place and it is essential that we educate children to understand the diverse places, people, resources and natural and human environments that make up our world. Children will be encouraged to develop their knowledge of physical and human processes.

Crooks Barn Primary school follow the aims and objectives set in the Primary National Curriculum (2014).

Aims

- To 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.
- To 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.
- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Crooks Barn's Aims

- To promote an enthusiasm and passion for Geography.
- To encourage children to think deeply about a topic and to question and to think analytically.
- To understand the world around us .
- To enable children to know and understand environmental problems at a local, regional and global level.
- To encourage in children a commitment to sustainable development and an appreciation of what the term 'global citizenship' means.
- To identify with the Geography in our local area and to understand the human and physical geographical features that are unique to our area.

- To use scheme Oddizzi to strengthen staff knowledge, provide CPD and a wealth of exciting resources to draw upon.

Teaching and Learning Style

Children will be encouraged to develop their geographical understanding by using whole class teaching methods combined with enquiry based research activities. We encourage each child to be an active participant in lessons and to ask questions as well as listen. Children and staff can select resources appropriate to lessons and can use a variety of data such as maps, statistics, graphs, pictures and aerial photographs. Computing will be encouraged, such as using the Internet for research to enhance learning. The children will be given the opportunity whenever possible to visit sites of geographical interest

All children will have the opportunity to access the curriculum despite their ability level and children will be supported appropriately. Tasks will allow a personal response and differentiation will be provided where needed with support to SEN children to allow them access to the geography curriculum. Children will work in mixed ability partnerships to provide support when necessary.

Children will complete a concept map prior to the beginnings of each geographical topic and will annotate it at the end of the topic to show the breadth and level of their understanding.

Staff will deliver lessons following the structure below.

Vocabulary

Recap vocabulary for the unit. Cold call -what do the vocabulary words mean?

Retrieval practice

Knowledge retrieval from unit.
Do now activity

Introduction of new information

Taught content, use of collaborative structures during taught section to promote active learning.

Activity to consolidate task

Time to talk, review, reflect and respond

Coverage

KS1 and KS2 will offer the children full coverage of the Geography National Curriculum and documents are available on the school system detailing this. The documents detail the coverage of the curriculum during each term and key stage. Teachers individually have detailed lesson plans which provide details of the learning objectives and the desired outcomes.

In the Foundation Stage, Geography is incorporated into Understanding the World. Through a wide variety of activities the children develop the crucial knowledge, skills and understanding that helps them make sense of the world. Through exploration, observation, discussion, and creativity and by looking closely at similarities and differences, children will investigate objects and explore the people, places and communities. This is detailed further in our curriculum map.

Cross-Curricular Links

Wherever possible Geography should contribute to the teaching of other subjects. It should provide a context for children to develop skills.

English

The skills of reading, writing, speaking and listening will be actively promoted during Geography lessons. Purposeful writing opportunities will be created where possible to engage and interest the children in order to motivate them to produce high quality writing. Oracy skills are developed through asking questions and debating geographical ideas. Children will be encouraged to participate in lessons and to be engaged and interested learners. Children are encouraged to use appropriate geographical vocabulary and writing frames are used to provide support where needed. The children will produce reports and letters to convey their understanding and develop their skills.

Maths

Maths skills are extremely important to children when studying geography and opportunities will be taken by staff members to help children develop these. Children will gain experience of reading, interpreting and creating their own maps and will represent objects with maps. The children will practise using coordinate skills when reading maths and reference will be made to grid references. The children will learn about time zones and climates around the world and will use graphs and tables to explore, analyse and present data in a variety of ways.

Computing

Children will have the use of laptops and Ipads to access online atlases and to use digital and computer mapping to locate countries. Children to view ariel photographs to help gather information about an area. The Internet will be used to carry out research and to extend children's knowledge beyond their local area.

PSHE

Children will be encouraged to think of themselves and the environmental impact on the world caused by humans and how positive citizenship can be promoted. Debating and discussing ideas, we encourage the pupils to be polite and respectful towards the ideas and opinions of others. We aim to inspire pupils to develop the concept of themselves as a global citizen and through studying a range of human activity and also learning about natural disasters. For example, children study how environments have changed for better or for worse and the impact an individual may make.

Impact & Assessment

The impact of the curriculum and the careful assessment of the acquisition of the children's knowledge is the final part of our carefully planned out geography curriculum. Knowledge is assessed effectively through end of unit quizzes based on clear identification of critical knowledge. Retrieval practice occurs during each lesson and is planned into the geography lesson structure. This ensures strong retention of knowledge and provides opportunities to retrieve critical knowledge helping to move information from the working to the long-term memory. End of unit assessment trackers are completed at the end of each term. This allows staff to provide support to children with any identified gaps in historical knowledge. The trackers are also used as a feed forward tool and are designed so that the tracker travels with a cohort during their geographical journey through school.