


Geography Policy



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TO BE REVIEWED:	FEBRUARY 2025



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Version	Revision Date	Revised by	Section Revised
New policy	December 2019		New policy
Version 2	November 2021	R Pizzey	Updated in line with Curriculum
Version 3	January 2023	L Dyer	<ul style="list-style-type: none"> New front cover Contents Page added
Version 4	February 2024	E Dowse	Updated in line with the curriculum

Agreed with-
Principal
Teachers
Govenors

1 Aims and objectives

- 1.1 The aim of Geography teaching here at Edlington Victoria Academy is to stimulate the children's interest and understanding about their surrounding and also the wider world. Geography teaches an understanding of places and environments. Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

The aims of Geography in our school are:

- to enable children to gain knowledge and understanding of places in the world;
- 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 allow children to learn graphic skills, including how to use, draw and interpret maps;
- 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 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Intent

Why do we teach this? Why do we teach it in the way we do?

At Edlington Victoria Academy, our goal is to foster a comprehensive understanding of the world among our students, encompassing local, national, and global perspectives. Simultaneously, we strive to equip children with the necessary knowledge to navigate life successfully, encouraging them to evolve into independent, curious individuals who engage meaningfully with the world around them.

Implementation

What do we teach? What does this look like?

Edlington Victoria Academy has meticulously planned our long-term curriculum into three thematic strands: Identity and Social Justice (Autumn term); Power, Leadership, and Invasion (Spring term); and Sustainability and the Impact on the World (Summer term). Within these strands, a sequential Geography curriculum is delivered, structured around units of learning with overarching inquiry questions.

For instance:

- "Where do I live?"
- "How has transport changed over time?"
- "Why do we export from Doncaster?"

Central to our Geography curriculum are maps, serving as a foundational element. Introduced as early as the Early Years Foundation Stage (EYFS), students utilize their knowledge of their homes to create simple aerial maps of their bedrooms. Each subsequent year involves zooming out to study and create maps of their local area, Doncaster, the UK, and eventually various countries worldwide. This progressive approach allows students to build upon their knowledge of map work, enabling them to explore the broader world beyond Edington Victoria Academy.

2 Teaching and learning styles

2.1 The children will be organised as appropriate for the best learning possible to take place. This could be as a whole class, in groups or as individuals. There will be a variety of teaching methods used to match the abilities and interest of the pupils. Lessons will include various approaches, such as;

- Knowledge shared in a stimulating way by the teacher
- Fieldwork
- Visitors coming into school
- Use of books, maps and atlases
- Use of stories, poems or texts
- Local connections
- Use of ICT and the internet
- Individual and group enquiries
- Paired, group and class discussions
- Role play and drama

2.2 We recognise the fact that in all classes there are children of widely-different abilities in Geography and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- using a range of strategies for talk and sharing ideas;
- using the teacher to support children individually or in groups;
- using adaptive teaching strategies in order to support or further challenge those who need it.

3 Geography curriculum planning

3.1 We use our schemes of learning as the basis for our curriculum planning in Geography. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

3.2 Classes work in phases and teach the same Geography subject lessons at the same time. This allows for sharing of resources and ideas and ensures progression between paired year groups working on a two-year rolling programme.

3.3 The planning of the Geography curriculum has come from the curriculum leader. Planning has been carefully mapped on a long-term road map and then has been broken down into finer granular detail through the schemes of learning for each phase of the school. The schemes of learning have a key enquiry questions, which is the

overarching question of enquiry for the unit. The substantive knowledge is then broken down into key concepts, with tier 2 and tier 3 vocabulary planned out. The disciplinary knowledge is planned through using a 6-part lesson sequence.

- 3.4** Children are provided with a knowledge organiser containing key vocabulary for the topic from our year group vocabulary lists. This also contains an overview of the unit.

4 Foundation Stage

- 4.1** We teach Geography in nursery and reception classes as an integral part of the topic work covered during the year. We relate the geography side of the children's work to the objectives set out in the Early Years Foundation Stage which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as looking at the immediate school environment, looking at features of the environment when out on trips, discussing holidays and looking at the globe to locate countries of interest.

5 The contribution of Geography to other subjects

5.1 Literacy

Geography contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are geographical in nature (brochure pages, tour guides etc). 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.

5.2 Mathematics

Geography teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use co-ordinates when developing map reading skills. Children learn to interpret information presented in graphical or diagrammatic form, for example they study Google Earth to look at the land in different places and identify features.

5.3 Information and communication technology (ICT)

We use ICT in geography teaching where appropriate. Children use ICT in Geography to enhance their skills in data handling and in presenting written work, and they research information using the Internet and other software, as well as presenting their research as a film. Children have the opportunity to use the digital camera to record and use photographic images to aid the making of their film.

5.4 Personal, social and health education (PSHE) and citizenship

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 geographical questions such as whether we should have traffic lights outside school. Children consider social, economic and environmental aspects of change in the area where they live and the wider world. They learn how society is made up of people from different cultures and countries and they start to develop tolerance and respect for others.

5.5 Spiritual, moral, social and cultural development

When teaching Geography, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong. Children learn about how Britain has changed geographically over time.

6 Inclusion

6.1 At our school we teach Geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, adaptive teaching – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning Geography. Where children are to participate in activities outside the classroom, for example, a visit to the local lake, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment and recording

- 7.1** At the beginning of each unit children complete a mind map to share their knowledge on the new topic. Pupils are then supported throughout the sequence of learning by being able to make reference to a knowledge organiser with the definitions of key vocabulary, prior learning and 5 key learning facts.
- 7.2** We assess children's work in Geography by making informal judgements as we observe them during each geography lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. Assessment usually comes in the form of verbal feedback throughout the lessons.

8 Resources

- 8.1** We aim to provide sufficient resources for all Geography teaching units in the school. We keep these resources in classrooms belonging to members of the phases. The library contains a good supply of topic books and software to support children's individual research.

9 Monitoring and review

- 9.1** Monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the Geography subject leader and phase leaders. The work of the Geography subject leader also involves supporting colleagues in the teaching of Geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Geography subject leader gives the Principal an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The Geography co-ordinator will visit classes to observe history learning to inform their knowledge of Geography teaching and learning within the school as well as book looks, pupil book study and take part in external monitoring of the subject.

10 Marking and feedback

- 10.1** Feedback mainly comes in the form of verbal feedback throughout the lesson.. Presentation in books should match the presentation of the child's Literacy book, as should spelling.
- 10.2** Children should be given frequent opportunities to peer-assess and self-assess against provided criteria for the learning.

11 Learning behaviours

- 11.1** Children should display the learning behaviours expected from the learning animals and links should be made to the learning animals throughout the planning and teaching of all learning.