



Policy 2021

Hampreston First School

Vision

Our vision for geography is for children at Hampreston to be inspired and enthused to find out about their world, both physical and human. Through their growing knowledge and understanding of geography, children will learn about places, people and the environment and the connections between them. By exploring their own locality and through studying others, they will learn how to draw and interpret maps and deepen their geographical skills through enquiry learning.

We aim for our children to understand the current human and physical challenges to our planet and to appreciate and become passionate about their role in sustainability.

Why We Believe Geography is Important

We believe it is essential to provide pupils with knowledge about diverse places, people, resources as well as natural and human environments to help prepare them for the opportunities, responsibilities and experiences of life.

We want every child to leave Hampreston with a sense of awe and wonder as understanding the responsibility of stewarding the resources of our planet. We believe that geography is important for our children to explore the relationship and interactions between people and the environments in which they live and upon which they and all life on Earth depends.

Geography is a subject that helps us to better understand people, places and environments, and the interactions between them. Geography also helps us to understand how and why places are changing, and to better imagine, predict and work towards, positive changes and the future. Geography also deepens our understanding of what places are like, why and how they are connected, and the importance of location.

Characteristics of Geographers

At Hampreston First School we aim to develop geographers who:

- Are curious to find out about the world and the people who live there.
- Have an excellent knowledge of where places are, what they are like and what we can learn from them.
- Understand ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Are fluent in geographical enquiry and the ability to apply questioning skills and use effective presentational techniques.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have well developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Subject Statement

Intent

The 2014 national curriculum for geography aims to ensure that all pupils:

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

Geography within the EYFS Framework (from 1 September 2021)

Understanding the World

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Implementation

Teachers create a positive attitude to geography learning within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards in geography. Our whole school approach to the teaching and learning of geography involves the following;

- *Geography is taught in planned topic blocks, and cross curricular links are made where possible. This is a strategy to enable the achievement of a greater depth of knowledge. Many of these topic blocks are taken from the Connected Geography (Collins) learning programme while some are more specific to our school and local area.*
- *Key enquiry questions for topic blocks and ancillary questions for lessons are used widely to encourage children's curiosity and therefore their depth of learning of geographical knowledge and skills.*
- *Geographical skills are embedded into lessons to ensure these skills are being developed throughout the children's school career. New vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics.*
- *Children are offered a wide range of fieldwork activities in the school grounds and local area, visits, trips and visitors to complement and broaden the curriculum. Fieldwork provides opportunities to develop and consolidate skills and concepts introduced in the classroom and allows pupils to extend their understanding of the 'real' world. Fieldwork provision enables pupils to become observant, to develop the skills of recording, analysis and deduction and to start to develop enquiring minds.*
- *During Key Stage 1 we challenge and support our children to carry out a number of geographical investigations through the Connected Geography learning programme which enable them to use and apply basic and appropriate subject vocabulary, subject tools (including maps, aerial photographs and graphical data and fieldwork skills) to recognise, identify, describe, observe, reason and begin to explain in simple terms the interaction of people with their environments.*
- *Through Lower Key Stage 2 (Years 3 and 4) in geography, learning and teaching builds on the knowledge and understanding, skills and attitudes outcomes at Key Stage 1 and the pupils make progress through being provided with opportunities to reach explanations (which means that their understanding is based on the clear use of evidence e.g. from data they have collected and presented in a graph) and reach conclusions about topics, places and issues they have studied through the Connected Geography learning programme. Another important aspect of geography at Key Stage 2 (Years 3 and 4) is that our pupils begin to be able to see the world through the perspective of different stakeholders i.e. people and things that have an interest in or are connected to an issue or place. To this end during Key Stage 2 (Years 3 and 4) we challenge and support our children to undertake geographical investigations from Connected Geography which enable them to use and apply appropriate and increasingly specialised subject vocabulary, subject tools (such as satellite imagery and GIS) and fieldwork skills to recognise, identify, describe, observe, reason, explain and reach basic conclusions about the interaction of people with their environments.*
- *In the EYFS, we teach geography as an integral part of the topic work covered during the year, relating the geographical aspects of the children's work to the objectives set out in the Early Learning Goals. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.*

Impact

Assessment is an integral and continuous part of teaching and learning and is based upon teachers' judgements of pupil attainment and progress. We assess the children's work in geography by making informal judgements as we observe the children during lessons. Children receive effective feedback through teacher assessment, both orally and through written feedback.

Regular and ongoing assessment informs teaching to support and enable the success of each child. In KS1 and KS2, Summative assessment takes place at the end of each unit. Formative assessment takes place on an ongoing basis and teachers adjust planning accordingly to meet the needs of their class. In addition, we place a strong emphasis on the importance of questioning: this enables us both to explore topics together as a class as well as verbally develop skills during our lessons.

The effectiveness of teaching and learning is monitored through lesson observations, book scrutinies and conversations with pupils.

The Foundation Stage deliver geography content through the 'Understanding of the World' strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community. In EYFS, we assess the children's Understanding of the World according to the Development Matters statements.

However, to truly understand the impact of our Geography curriculum, you have to come and see us!

This is what our children say about geography:



Geography Curriculum Overview

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All About Me & People who help us	Festivals and Celebrations	Dinosaurs	Under the Sea	Fairyland Castles	Down on the Farm
Year 1	What is the geography of where I live?			How does the weather affect our lives?	Why does it matter where our food comes from?	
Year 2	How does Kampong Ayer compare with where I live?		Why don't penguins need to fly?			Why do we love being beside the seaside so much?
Year 3	How and why is my local environment changing?			Why do so many people live in megacities?		Why do some earthquakes cause more damage than others? India and River Ganges (Topic Week - RE link)
Year 4			Why are jungles so wet and deserts so dry?	How can we live more sustainably?		Beyond the Magic Kingdom: what is the Sunshine State really like? (Topic Week)
					Egypt – Geography and History	

Promoting British Values Through Geography

We endeavour to promote the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through our geography curriculum. Please see our British Values policy for further information. Through our geography lessons we promote individual liberty through encouraging children to develop their own opinions and mutual respect in listening to other people's ideas.

Spiritual, Moral, Social and Cultural Aspects

Geography provides opportunities to promote spiritual development through learning about the world live in, reflecting on our part in it and asking questions. Moral development is promoted through using observation and evidence rather than preconceptions. To ensure social development, children learn to respect the opinions of others and work together in groups. Cultural development is promoted through helping children recognise how human and physical geography affect the way people think, feel, create and behave and live. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through National Curriculum areas and the wider curriculum.

Inclusion & Equal Opportunities

In school we aim to meet the needs of all our children by differentiation in our geography planning and in providing a variety of approaches and tasks appropriate to ability levels. This involves providing opportunities for children with

Special Education Needs (SEN) or Disabilities to complete their own tasks, sometimes with support, to develop speech and language skills, as well as scientific skills and knowledge. This will enable children with learning and/or physical difficulties to take an active part in geographical learning and practical activities and fieldwork and to achieve the goals they have been set. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be extended through differentiated activities. Children with EAL will need support with language but should be able to access geography lessons with appropriate resources and support.

By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities. Teachers ensure that a range of teaching and learning strategies are used which include and motivate all learners, ensuring that optimum progress is made throughout each part of the lesson. At Hampreston First School we are committed to providing all children with an equal entitlement to geography opportunities regardless of race, gender, culture, religion or class.

Date of policy review: