



# **Geography Teaching and Learning Policy**

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# Geography Teaching and Learning Policy

## Introduction

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Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment.

Geography encourages children to learn through experience, particularly through practical and fieldwork activities. At Howard Park Community School, we believe it is important to build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more.

Geography can be summarised to identify the following impacts in Primary Education:

- Develops pupil's knowledge and understanding of the world.
- Builds pupils' sense of where in the world and the ways in which things are connected – and why.
- Engages pupils with the wondrous and hazardous nature of the world.
- Helps pupils become better informed, so they recognise and appreciate the variety of their own and distant surroundings
- Help pupils realise that local and global interconnections mean that people, places are interdependent, and that their own activities can affect them.
- Enables pupils to reflect and sometimes act to mitigate the ways we impact on other lives, environments, and places, and consider sustainable approaches to living
- Develops pupils' sense of responsibility for Earth's environments, places and people
- Help pupils to make sense of their own place in the world.

## Aims

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The aims of geography are:

- To inspire in pupils about the world and its people that will remain with them for the rest of their lives.
- To provide pupils with knowledge about diverse places, people, resources and natural and human environments.
- 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 obtain 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.

## The Curriculum

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### Early Years

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Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

### KS1

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During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

### KS2

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During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximised, including English, history, science and computing.

## **Personal Development**

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Geography is an excellent vehicle for developing children's learning in this area. Discussions about the use of the world's resources and the impact of different events on the lives of local people deepen the children's ability to understand and empathise with fellow humans across the globe. The opportunities to explore 'putting yourself in someone else's shoes' abound in the study of geography and it is embraced during the teaching wherever possible.

## **Ensuring Continuity and Progression in Learning**

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Whilst knowing more is an integral part of continuity and progression it is nevertheless just one element of it and merely sequencing subject content will not ensure on its own that our pupils become better geographers. To ensure continuity and progression for all pupils the curriculum is carefully organised EYFS – Year 6 to ensure that our pupil's knowledge and understanding of geography develops because:

- Expected subject outcomes in terms of developing as a young geographer increase in complexity and level of challenge as detailed above and are used as the starting point for all planning of content delivery and learning and teaching enquiries;
- There is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the National Curriculum;
- The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
- The mastery and application of geographical tools and skills occurs in more precise and complex contexts;
- The focus of what pupils learn becomes gradually more issues based enabling them to explain links, patterns and processes and be more informed and mature in their thinking and self-reflection in terms of recognising the importance of attitudes and values about contested matters.

## **Approach To Teaching Geography At Howard Park**

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The way in which Geography is taught at Howard Park contains the following approaches. Not every lesson will contain every single one of these, however children should experience all of these through the geography curriculum:

- Start Local, Go Global
- New and topical content
- Questioning
- Enquiry Based Learning
- Critical Thinking
- Debate

- Teaching For A Sustainable World

## **Key Skills**

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Alongside developing Geographical Understanding, to develop pupils as effective geographers, the following skills are required:

- Making use of maps
- Making meaning with vocabulary
- Making sense through graphicacy
- Making learning real through fieldwork and the outdoors.

### Maps

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Maps are the means by which pupils make sense of their expanding world, in scales increasing from the area of a school desk to the entire globe. Once pupils have developed the skills needed to make sense of a simple map, they are well-placed to start exploring and making sense of the world.

Map skills can be developed in the following ways:

#### **Maps for a purpose**

An effective way to develop map skills is to create maps for a purpose. For example pupils can be asked to a route for other pupils to follow (ideally linked to the curriculum area of study, home environment so it is taught in context rather than isolation). Different groups of pupils can be challenged to produce the same map but for different purposes, e.g. for younger pupils, for an illustration in a book etc. Pupils should be given a list of items to include in their map, e.g. compass points, gridlines, key etc, remembering the purpose of the map.

#### **Sound Maps**

Instead of pupils being asked to map what they can see, sound maps encourage them to listen to their environment and draw what they can hear. Pupils should be encouraged to think creatively to represent the sounds they can hear. Important aspects like grid lines, keys, compass points can then be added in later. Back in the classroom pupils can then compare their maps to a typical map of the school.

#### **Maps and Stories**

Pupils can create maps based on stories; such activities also provide strong support for developing literacy skills. Where these stories are based on real places, the maps that are drawn by pupils can then be overlaid on top of real maps to create links.

#### **Maps and Technology**

Online maps provide pupils with the opportunity to experience maps in a completely different way. Instead of being a paper-based activity, online maps provide the opportunity for pupils to interact with them so maps become 'live' rather than static. Using these resources allows children to see direct links between a map and the physical objects they represent.

## Vocabulary

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Specific geographical language is extremely important to support pupil's understanding of the subject. In this way geography further supports developing pupils' literacy skills. It is important that through teaching pupils about the specific meanings of geographical words that pupils can then apply this understanding in their work.

## Graphicacy

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Graphicacy is the visual representation of all geographical information. Pupils develop skills in creating such graphs and plans, as well as interpreting them. This is a vital skill for problem solving, enquiry-based work and collecting and presenting important information.

Graphs, tables, charts and even maps can often appear quite bland and abstract, so it is important to seek ways to enliven them and bring meaning to them. This can include adding notes and producing questions and thoughts to sit alongside the factual detail. Additionally, pupils can use the knowledge they have gained to think about the lives and events taking place behind the figures and charts. Anything can have a story attached to it, from weather charts to waves on the ocean.

## Learning Outdoors

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Fieldwork means using first-hand observations and geographical skills to gain knowledge and practical experience in both physical and human outdoor environments.

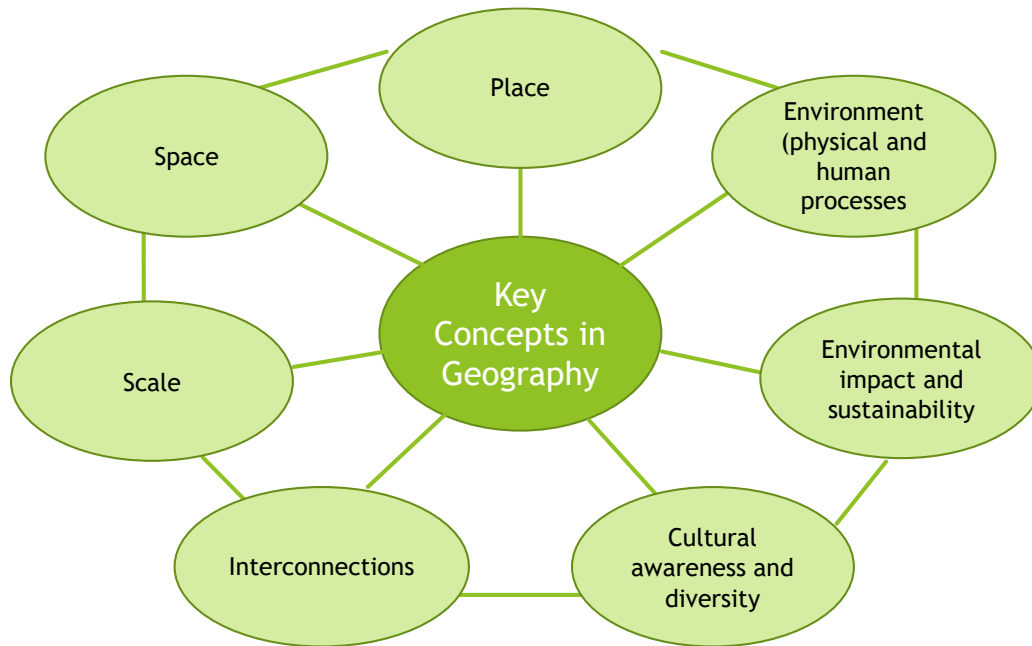
'Experience' is an extremely important term. Fieldwork opportunities bring about a whole range of other benefits such as practical, sensory and experiential learning.

There is a danger that fieldwork can be compartmentalised to something that is done off-site and remotely, that it is something that takes a lot of time, planning and resources and as a result happens infrequently. Many fieldwork skills can be experienced as part of a classroom lesson with learning taking place inside and outside. Short bursts of productive outdoor work, such as regular measuring of the weather or completing part of a video presentation, make effective links between the classroom and outdoor areas.

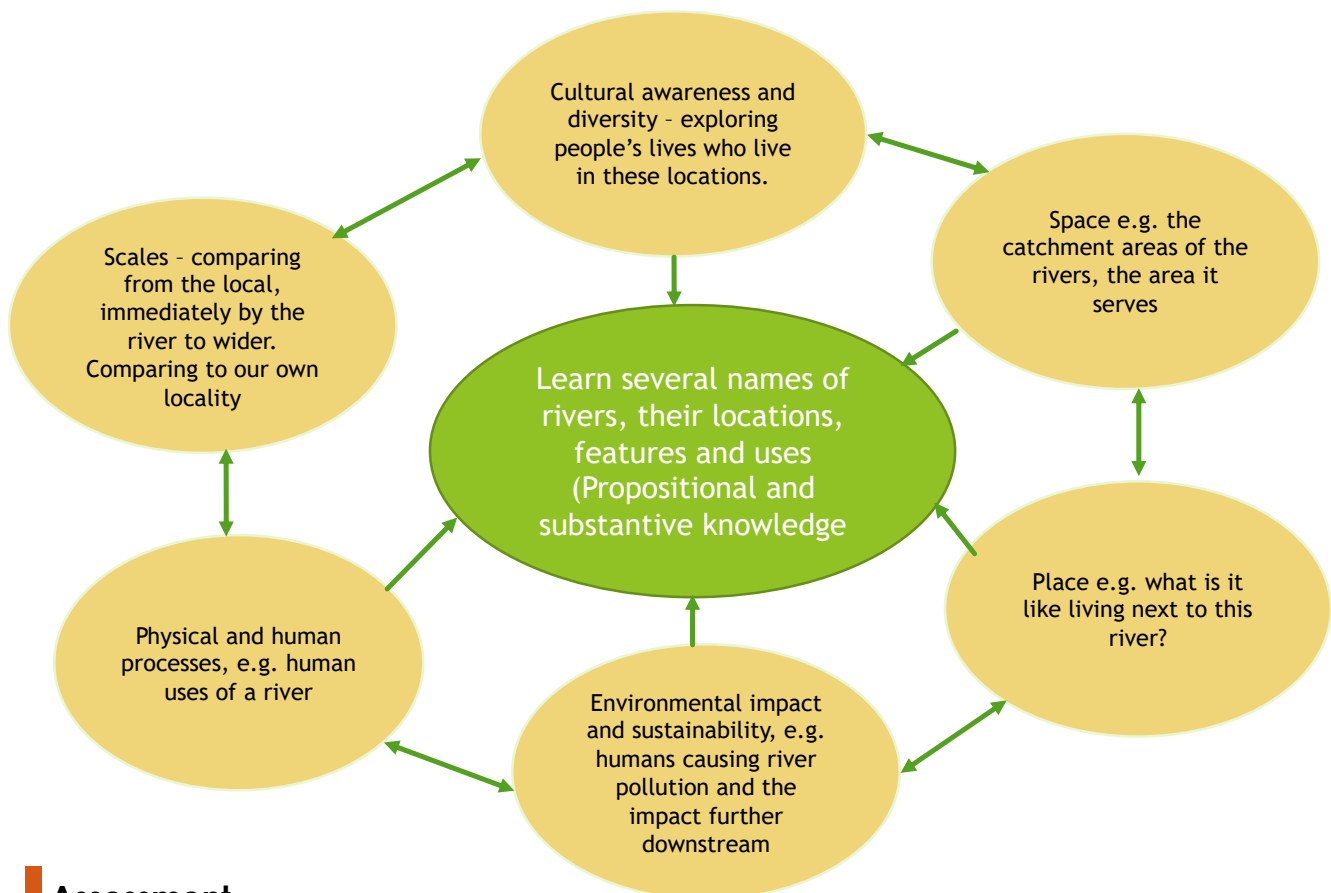
## **Key Concepts in Geography**

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The following can be identified as the key concepts in Geography. Wherever possible, most units of study will cover a combination of these concepts..



An example of how this understanding may be represented in a unit of work can be seen in the example below when studying rivers.



### Assessment

The Geography co-ordinator will oversee planning and monitor pupil's work. At the end of each unit, the key knowledge, understanding and where appropriate fieldwork skills will be



assessed by the class teacher. The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level.

## Appendix 1 – Geography Long Term Plan

	Autumn		Spring		Summer	
Year 1	Local Area – Cleckheaton		Little Blue Planet – Investigating Earth		Hot and Cold	
Year 2			Antarctica	Our Wonderful World		The Amazon
Year 3			The UK	Investigating World Trade		Investigating Rivers
Year 4			Living in the freezer	Blue Abyss		Investigating Climate and Biomes
Year 5		Mayans	The Dangerous Earth		Investigating Latitude and Longitude/North America	South Africa
Year 6			Global Climate Change		Changing World (weathering/ coastal erosion)	Food For Thought - Investigating where food comes from