



BUTTSBURY
JUNIOR SCHOOL

AN ACADEMY SCHOOL

Geography Policy

Maximum Effort for Maximum Achievement

1. Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Geography.

2. Rationale

We believe the school can play an important role in helping children develop their geographical knowledge, both locally and have an understanding of the world we live in.

Geography is concerned with human geographical features (impact we have on our living land), and physical geographical features (natural landscape of changes of our land).

3. Aims

The aim of this policy is to communicate clearly to staff, parents, governors, visitors and pupils how Geography is approached at the school.

Intent

At BJS, we intend to provide an ambitious Geography curriculum that is broad and well-balanced, which follows the National Curriculum. High quality Geography lessons will inspire pupils to investigate their own local areas and link to that beyond the United Kingdom. Our mastery approach provides pupils with opportunities to apply their skills using a range of media, field work and problem solving. Pupils learn the skills of how to draw and interpret maps, including key symbols for physical and human geographical features, develop a focused research approach to investigate, analyse and plot their findings. Pupils will be introduced to a range of topics, linking strongly to British Values, and develop their growing knowledge and understanding of human geography, gaining an appreciation of life in other cultures. In Geography, pupils are expected to be reflective and link their learning to their own life experiences in our country and setting, to be able to understand what is required for a sustainable future for the next generations.

Implementation

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

- To enable children to gain knowledge and understanding of places in the world; to include a part of the United Kingdom, a European country and a region in South America.
- 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 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 use ICT as a tool to enhance the teaching of Geography. This may involve the use of items such as the Internet, Google Maps and data logging equipment.
- To allow children to learn graphic skills, including how to use, draw and interpret maps;
- To develop a variety of other skills, including those of enquiry, problem solving, investigation and how to present their conclusions in the most appropriate way.

We use a variety of teaching and learning styles in our Geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a

variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

Differentiation

We recognise the fact that there are children of widely different geographical abilities in all classes and we 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 common tasks which are open-ended and can have a variety of responses;
- Setting progressive tasks of increasing difficulty, some children not completing all tasks;
- Providing resources of different complexity according to the ability of the child;

In addition, teachers will have access to high quality CPD to ensure that they have strong subject knowledge.

Impact

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression throughout each school year and across the school in different year groups. Pupils enjoy their learning and are enthused by the knowledge they gain. If pupils are keeping up with the curriculum, they are deemed to be making good or better progress. They will have developed a range of skills across different media and be able to use key vocabulary to make comments about their learning, linking to previous topics. Books will evidence the progression of their work and they will be able to recall and discuss the work of a range of topics, detailing specific locations and how their studies have affected their final outcome.

Resources are shared throughout the school and are regularly updated. Ordnance survey maps are available in a digital format and atlases are provided in classrooms. In addition, there are free-standing globes, inflatable globes and interactive globes to be used across school. The school ipads and laptops are used to access a variety of resources.

4. Definition of the Geography Curriculum and content of that curriculum.

The school takes a whole school approach to Geography Education. It defines Geography as a foundation subject in the National Curriculum. The pupils' understanding and enjoyment of Geography should be developed, where possible, through activities that bring together the statutory requirements.

At Key Stage 2, children should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within South America
- describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

5. Role of the Subject Leader

To develop the Geography policy throughout the school.

To monitor and evaluate progress in Geography.

To take responsibility for resources.

To keep up to date with developments in Geography.

To ensure 'real-life' experiences can be gained through field trips across KS2.

To review planning through all year groups regularly and ensure a variety of challenges are set.

6. Equal Opportunities

The school is committed to working towards equality of opportunity to all aspects of school life. Our aim is to offer all our pupils an art curriculum that is relevant and differentiated so that all our pupils may reach their full potential and grow in self-esteem. More able pupils are identified and extended, SEND pupils are supported and EAL pupils benefit from relating learning to prior knowledge and experience.

7. Assessment, recording and reporting

Assessment will be undertaken twice per year and are formed using NC bands.

Use of Geography Books:

Marking is a combination of teacher, peer and self-marking. We assess the children's work in Geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary, adding questions to extend the learning when appropriate. We assess their achievements against their Learning Objective by placing a smiley to judge their outcome.

Their Annual Report will include an effort, attainment and progress grade for the child's performance in this subject.

8. Organisation

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plans map the Geography topics studied in each term during each year. Our medium-term plans follow the aims of the National Curriculum and give details of each unit of work for each term. Each Year Group creates short term planning for each lesson. These weekly plans list specific learning objectives.

We plan the topics in Geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school, these include:

- To be able to show understanding through explanation, using accurate precise vocabulary.
- To be able to describe and explain links, patterns, processes and interrelationships.

The contribution of Geography to teaching in other curriculum areas: Literacy, Maths, ICT, and SMSC. This is vital for children to have a greater understanding how Geography affects all aspects of our daily life both in school and the wider environment.

Mastery in Geography at Buttsbury Junior School

Mastery:

Effective mastery in Geography enables children to be able to make comparisons, showing their understanding of geographical similarities and differences through the study of human and physical Geography. Higher order questioning during lessons ensures that pupils can reflect on prior knowledge, so they have the opportunity to apply their understanding between the units of study.

The use of high quality resources such as atlases, Ordnance Survey maps, photographs and videos are used to stimulate curiosity and deep thinking ideas. Children are encouraged to ask their own deep thinking questions and are given time to contribute to peer discussions and debates, considering spatial, economic, environmental and social implications.

As a result of this, pupils will have a deep understanding of the world around them.

9. Working with parents

The school is committed to working with parents and believes they play an important role in helping children develop in Geography.

10. Staff Training

Staff will be encouraged to attend courses, review resources, mount exhibitions, liaise with the infant school and local secondary schools and up-date themselves on information and approaches to Geography in order to help improve and monitor the teaching of Geography. Staff INSET will be organised as appropriate.

11. Dissemination

The policy is available on the school's website.

12. Monitoring the Geography Policy

The effectiveness of the school's approach to Geography is assessed throughout the year through lesson observations, planning and work scrutiny including pupil interviews and questionnaires.

13. Reviewing the Policy

Policy Date: Summer 2020

Review Date: Summer 2023