

Kelvedon Hatch Community Primary School

Geography Policy



***SCHOOL STAFF WERE CONSULTED ON THIS DOCUMENT AND IT WAS
ACCEPTED BY GOVERNORS SEPTEMBER 2018:***

POLICY TO BE REVIEWED SEPTEMBER 2022

Geography Policy for Kelvedon Hatch Community Primary School

At KHCPS learning in every subject will be based on the key elements contained within our Learning and Teaching Pedagogy Policy:

Show Me Boards

- Use of Show Me boards ensure all children are actively engaged and that prior learning (memories) become stronger, thus creating stronger pathways in the brain, enabling learners to build on prior knowledge.
- Show Me boards also play a crucial part in using assessment for learning to identify misconceptions immediately, allowing adults to address these at whole class or individual level immediately.
- Use of Show Me boards generates pace.
- Show Me boards should be used at the start of the lesson to revise previously taught knowledge, processes or skills in order to strengthen memory pathways in the brain.
- Show Me boards can also be used during lessons in order to enable instant whole class assessment, particularly when an 'next step' concept has been taught midway through a lesson.

Additional themes that underpin our pedagogy:

- Lessons implicitly or explicitly reflect on our support of the UN Convention on the Rights of the Child (UNCRC).
- Our strong sense of social responsibility is explicitly discussed within the context of lessons whenever possible.
- Our concrete, pictorial, abstract approach enables all children to access learning.
- Lessons actively encourage children to undertake research based on self-interest (where possible, children have access to research materials, including iPads).
- Where possible, lessons are topic-based and have links with other areas of the curriculum. For example, English skills would be explicitly referred to when writing a method in science.
- Use of I.C.T. equipment supports research and enables enhanced access to the curriculum where appropriate and possible.
- There is a culture of celebrating children's work through referring to very specific elements of the child's work or learning behaviour.
- Adults model (explicitly) how children can meet the given success criteria.
- Adults model the desired learning behaviour through modelling enthusiasm, collaborative learning, use of resources, self-interest research, referring to steps of challenge and success criteria to know if answers are correct / objectives have been achieved.

- Parents are informed of the curriculum at meetings and access to the curriculum overview is on the school website.
- Whenever possible, exciting concrete resources, footage or trips bring topics to life and feed interest and a desire to research.

Inclusion and Equal Opportunity

Kelvedon Hatch Community Primary School, Mission Statement

Joyous, caring, respectful and ambitious

'We are a joyful, creative school that promotes a love of learning within a caring, respectful environment.'

Joyous

We aim to create learning environments that are inspiring, fun and memorable, within a school community that loves learning and celebrates the successes made by all children, at every stage of their learning journey.

Caring

Children, staff and the wider school community care about the wellbeing of others, both within the school community and the wider world community. We nurture and support one another's emotional and social development and respect and celebrate our differences.

Respectful

Our school community holds respect at the core of all we do; we consider carefully the consequence of our actions and words, mindful of the impact these may have on others. We celebrate the progress and effort of those around us.

Ambitious

We strive to be the best we can in all aspects of life: manners, kindness, effort, work, regardless of our starting points, disability, ethnicity, faith or culture. We are all capable.

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language, gender or economic status.

Geography specific elements of our pedagogy:

*School trips to be included within topics when possible. School trips should be booked early and planned into the sequence of lessons.

*Topic boxes should be used within lessons. Resources should be used to engage and inspire children within the topic.

*Teaching of subject specific skills within geography; E.G. Mapping skills, Atlas skills, etc.

*Displays around school should be topic based.

Aims

- Flexible resources to support learning and teaching across the curriculum
- To apply taught skills across the curriculum, where possible.
- To make explicit links to real-life contexts to enable transfer of knowledge and skills.
- To explore the relevance of geography to (modern day for history) everyday life.
- To make explicit links to social responsibility.
- To ensure continuity and progression.
- To deliver the National Curriculum requirements.

National Curriculum subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Key stage 2

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.

Pupils should be taught to:

Locational knowledge

- 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)

Place knowledge

- 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 in North or South America

Human and physical geography

- 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Opportunities for Personal, Health and Social Responsibility Education

- Use opportunities within lessons to promote the UN convention on the Rights of the Child.
- Other examples could be: e-safety, exercise, relationships, food hygiene.

Planning

- Long- term plans are published on the school website
- Medium-term plans include: learning objectives; at least two steps of challenge; use of concrete, pictorial and abstract resources to enable equal access and a mastery approach; and cross-curricular links where possible.

- List subject specific planning resources.

Resources:

- Topic boxes (concrete and pictorial resources)
- Globes
- Atlases

Health and Safety

Children are taught to act safely when using computing equipment in terms of use of plugs, wires and keeping liquids away from electrical items. E-safety is integrated into every computing lesson; please read 'E-safety Policy'.

Assessment, record-keeping and reporting

- Children's work is either kept in school or photographed.
- Judgements are made against National Curriculum expectations and the school ROLO.
- Teachers use formative assessments to provide immediate feedback to children to ensure good progress.
- Teachers use formative assessments to inform planning.
- Teachers make summative assessments half-termly using ongoing formative assessment, subject-specific tests, and work scrutiny against the school record of learning observation (ROLO) document. Judgements are recorded on the school Progress Tracker.
- Children's progress in Art and Design is reported to parents through the pupil annual report and work is shown to parents at a termly 'book look'.

Roles	Responsibilities
The Role of Senior Management	<p>The overall responsibility for the use of Geography subject rests with the senior management of a school: the headteacher, in consultation with governors and staff.</p> <p>Senior Management:</p> <ul style="list-style-type: none"> • decide the provision and allocation of resources; • decide ways in which developments can be assessed, and records maintained; • ensure that Geography is used in a way to achieve the aims and objectives of the school; • ensure that learning walks, work scrutiny and record keeping reflect this policy and that the co-ordinator and teachers are held to account for their responsibilities as set out in this policy.
The Role of	<ul style="list-style-type: none"> • Ensure the development of an effective Geography Curriculum.

<p>the Geography subject co- ordinator</p>	<ul style="list-style-type: none"> • Promote, support and monitor the use of Geography across the curriculum • Manage the provision and deployment of resources. • Co-ordinate the evaluation and review of the school's Geography policy. <p><u>Learning walks are undertaken at least half-termly to ensure:</u></p> <ul style="list-style-type: none"> • models are of a high quality; • key school development objectives are evident; • children identify the challenge star they begin with and the stars they subsequently achieve; • working walls enable children to self-assess their work and move to the next star of challenge without the need for adult support where possible; • children use working walls, other resources, adult intervention and peer-to-peer discussion to improve their work using green pens; • adults mark during lessons but also occasionally mark drafts after school but only when the children will be provided with the opportunity of using this marking to further improve their work; • adults promote and model correct grammar; • adults promote and model a broad vocabulary and this is further promoted through vocabulary displays and resources. <p><u>Moderation and summative assessments</u></p> <ul style="list-style-type: none"> • Ensure all teachers update half-termly assessments on Progress Tracker. • Summative assessment grades are moderated through looking at evidence in school Record of Learning Observations (ROLO). • To update statements on Progress Tracker in response to government guidelines. • Report termly to governors on pupil progress, learning observations and work scrutiny to governors and the headteacher. <p><u>Professional development</u></p> <ul style="list-style-type: none"> • To keep abreast of research relating to the development of writing and to develop staff meetings, resources and policy in response to this.
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	<ul style="list-style-type: none"> • To lead staff meetings (teachers and LSAs) to drive the development of English within the school. • To actively seek out good practice from other schools through visiting and working alongside other professionals. • To facilitate the sharing of good practice within school through facilitating team support: identifying areas of good practice, team planning, team teaching then learning observation.
The Role of The Teacher	<ul style="list-style-type: none"> • Plan and assess in accordance with the proforma used in the school and guidance within this document. • To promote enjoyment and enthusiasm of the subject. • To identify children who are not on track to meet age-related objectives / above track to the SEND and Geography subject co-ordinator.