



# Geography Policy

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**EQUALITY SCHEME  
EQUALITY IMPACT ASSESSMENT FOR  
GEOGRAPHY POLICY**

Staff / Committee involved in development:	Teaching and Learning Committee; Headteacher	
For use by:	Staff, Governors and Parent/Carers	
This policy relates to statutory guidance:		
Key related Farndon Policies:	Computing Policy Science Policy Teaching, Learning and Assessment Policy	
<b>Equality Impact Assessment:</b> Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.		
<b>Groups:</b>	<b>Yes/ No</b>	<b>Positive/Negative impact</b>
Disability	No	
Race	No	
Gender	No	
Age	No	
Sexual Orientation	No	
Religious and Belief	No	
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	
<b>Reviewed by</b>	Teaching and Learning	

## Introduction

At Farndon Primary School we are committed to providing all children with learning opportunities to engage in Geography. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

Geography is an essential part of the curriculum, it provides a means of 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. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments

Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

## Aims

The aims of geography are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- 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 provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.

- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

## Intent

It is our intent for the Geography element of our school curriculum to inspire pupils with a curiosity and fascination about the world and its people through a thematic approach. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and other formation and use of landscapes and environments. We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills.

It is our intention that pupils become more expert as they progress through the curriculum, accumulating and connecting substantive and disciplinary geographical knowledge.

**Substantive knowledge-** this is the subject knowledge and explicit vocabulary used to learn about the content and is mapped out from EYFS to Year 6.

**Disciplinary knowledge-** this considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that children gradually become more expert by thinking like a geographer. This is also mapped out from EYFS to Year 6. This ensures that pupils develop the knowledge, skills and understanding of the key geographical concepts of contextual knowledge, processes (both physical and human) and geographical skills ensuring that they achieve/exceed the aims of the National Curriculum for Geography.

## Implementation

Geography at Farndon Primary is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Existing knowledge is checked at the beginning of each topic, as part of the Fluent in Five strategy. This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary through the Fluent in Five Formative Assessment tasks. Cross curricular outcomes in geography are specifically planned for and these are indicated on the whole school Geography Knowledge and Skills Progression Map. The Geography provision is also well resourced and specific resources are mapped to specific year groups and topics to support effective teaching and learning. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

## Impact

Outcomes in study books and our WOW books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography.

This is in addition to the development and application of key skills, supported by fieldwork.

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by the school's Global learning elements as part of its work on the Rights Respecting School Awards. This aspect of the work of the school is also supported through specific drives. These include Day of Languages, where children consider the origins of the languages spoken across the school, and 'Tastes of the World', in which they learn the origins of dishes prepared and contributed by the school community in a celebration of the school community's cultural diversity.

## Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working.

## Teaching and Learning

The geography curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements for; Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.

As part of the introduction to each new geography topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests. A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary. In each lesson, children are guided towards the learning intention through the use of success criteria. The LO and success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review work of children's work and are used to identify individual target areas.

Learning Outside the Classroom is a key feature of geography lessons and specific activities are mapped and planned. These are progressive throughout the school and support the Geographical Skills and Fieldwork strand. Lessons are planned to ensure that key knowledge is developed over time over the course of each geography block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of geography. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.

## Early Years

Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

## Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom (London) and abroad (Africa), 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.

## Key Stage 2

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 maximized.

## Spiritual, moral, social and cultural development

**Spiritual development:** Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

**Moral development:** Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

**Social development:** Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

**Cultural development:** By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

## Progression and Continuity

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, vocabulary, skills and understanding in Geography. We use a variety of teaching and learning styles in our Geography lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts and 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, aerial photographs, geographical footage and we enable them to use IT in Geography lessons where this serves to enhance their learning.

Children take part in roleplay and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in ‘real’ geographical activities, e.g. research of a local environmental problem, visiting relevant sites and carrying out fieldwork. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

## **Geography curriculum planning**

At Farndon Primary School geography is taught through a topic approach alongside Design & Technology, History and Art. Our Curriculum is carefully planned over a two year cycle to engage and excite all our learners.

Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans are called Knowledge Milestone mats and they define what we will teach and ensure an appropriate balance and distribution of work across each term. They also make clear the “sticky facts” which we want the children to retain in their long term memory. We also include key geographical language that the children need to know and learn.

## **Progress and Achievement**

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each others work using vocabulary related to the skill taught. We also use fluent in five questioning that relates to the key vocab and sticky facts. Through these, both children and adults are able to recognise the progress being made.

## **Assessment and Recording**

At Farndon School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children’s work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school’s Marking Policy.

## **Monitoring**

Monitoring takes place regularly through sampling children’s work, and teacher planning, through a book scrutiny, lesson observations and pupil voice.



## **Inclusion**

All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in Geography.

## **Roles and Responsibilities**

The subject is led by Andy Walker (KS2) and Nicola Pimparel (KS1) Each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

## **Health and Safety**

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.

## **Resources**

We have a wide range of text books, such as atlases and interactive boards to access the internet as a class and there is a wide range of geographic material in the school library. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

## **Role of Geography Leader:**

- To be enthusiastic about Geography and demonstrate good practices.
- To work alongside colleagues in planning where needed (progress and activities).
- To work alongside teachers in the classroom (this will depend on release time and other available help).
- To coordinate and arrange staff in-service training as required.
- To audit resources, identify needs and order equipment in school after consultation with colleagues.
- To "sample" the work of children across the age range (curriculum monitoring).
- To review and evaluate the effectiveness of teaching and learning of Geography.
- To provide guidance on the implementation of the Geography policy.
- To suggest appropriate assessment activities where needed.
- To provide support to those colleagues who request/require it, including help with planning and organisation.
- To monitor the planning and delivery of lessons.

## **Role of the Head Teacher:**

- To lead, manage and monitor the implementation of the scheme of learning.
- With the Geography leader and responsible governor, keep the governing body informed about the progress of the subject and the scheme of work.
- Ensure that Geography remains a high profile subject in the school's development work.




Last Updated: November 2022

Review date: November 2024

Signed:

## Appendix 1: Intent Curriculum Overview

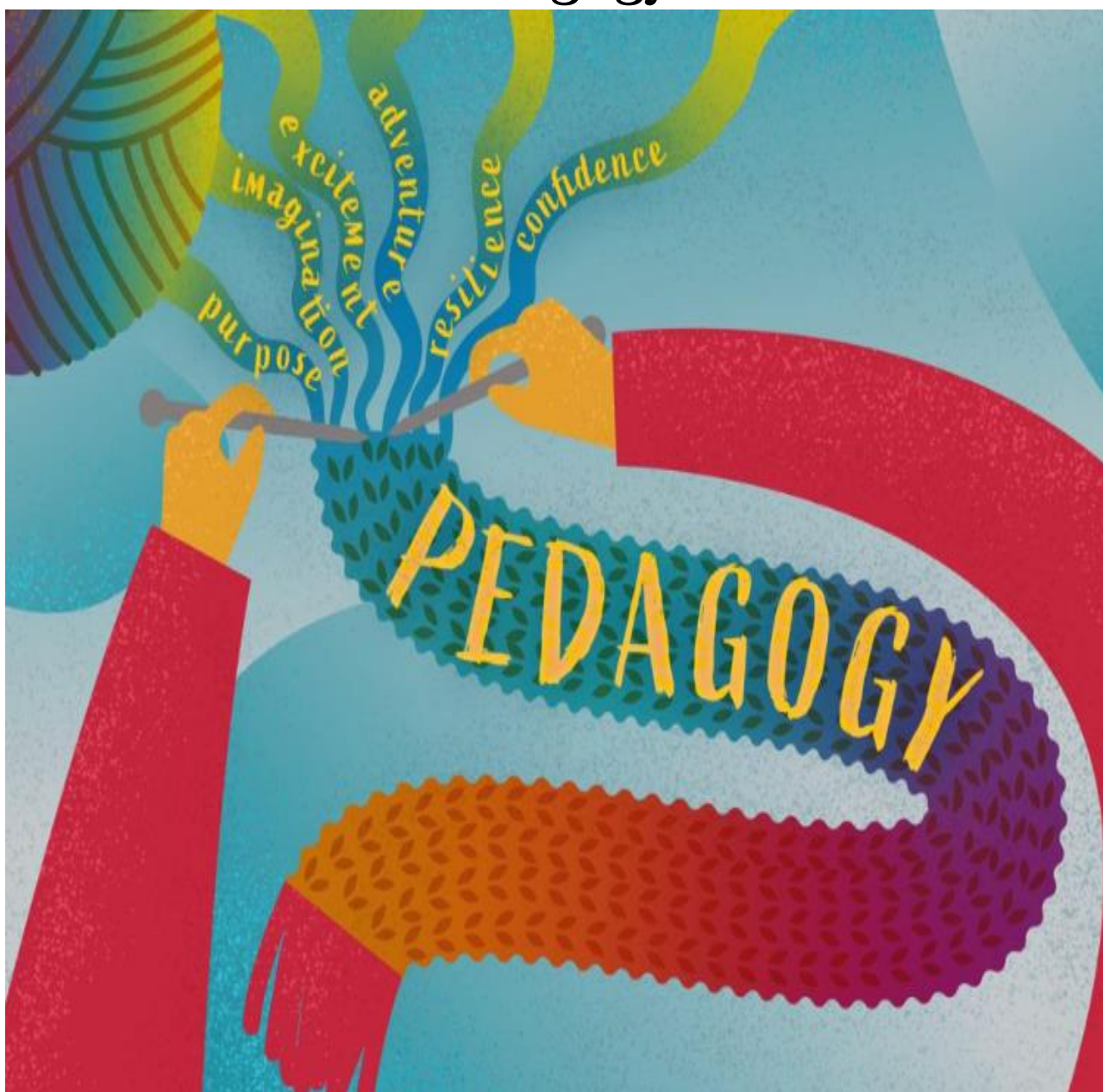
<b>Milestone 1 Geography</b>		
<b>Superheroes</b>	<b>It Began in Africa</b>	<b>Ahoy there</b>
<b>No Geography this term</b>	<b>Locational Knowledge</b> Compare village with village in Africa	<b>Human and Physical Geography</b> Know the main features of a coastline.
<b>Pole to Pole</b>	<b>Fire Fire</b>	<b>Once Upon a Time...</b>
<b>Place Knowledge and Human and Physical Geography</b> <b>Locational Knowledge</b> Know features of a hot and cold place. Know hot/cold seasons Name and locate 5 oceans and 7 continents.	<b>Locational Knowledge; Human and Physical Geography</b> Name and locate 4 countries in UK Know main differences of a village and a city	<b>Skills and Fieldwork</b> Know compass points Know their address / postcode Know left and right; below, next to in local map work
<b>Milestone 2 Geography</b>		
<b>All Started in a Cave</b>	<b>Great Adventures</b>	<b>They Came, They Saw they conquered!</b>
<b>No Geography focus this term</b>	<b>Physical Geography</b> Mountain Ranges Country study North Wales with North Italy	<b>Physical Geography</b> Volcanoes
<b>Dungeons and Dragons</b>	<b>Street Through Time</b>	<b>It's All Greek to Me</b>
<b>Locational Knowledge</b> Counties and cities in UK Compass / Map Work	<b>Locational Knowledge</b> Physical / Human geog of Farndon The village: Past, Present and Future	<b>Place Knowledge</b> Greece Study: Physical and human features Tourism
<b>Milestone 3 Geography</b>		
<b>Endangered</b>	<b>Child of our Time</b>	<b>The Ship of Dreams</b>
<b>Place Knowledge</b> Mexico – South America study <b>Human/Physical Geog</b> Rainforests	<b>No Geography this term</b>	<b>Place Knowledge</b> North America
<b>Walk Like an Egyptian</b>	<b>Out of this World</b>	<b>Traders and Raiders</b>
<b>Human / Physical Geog</b> River Nile study	<b>Geographical Skills</b> Map work using grids	<b>Geographical Skills</b> Map work Europe

Land Use / Biomes	Longitude / Latitude	<b>Human / Physical Geog</b> Trade
<b>Milestone 1 Knowledge Mat</b>		 Geography Curriculum Mileston
<b>Milestone 2 Knowledge Mat</b>		 Geography Curriculum Mileston
<b>Milestone 3 Knowledge Mat</b>		 Geography Curriculum Mileston

## Appendix 2: Pedagogical Teaching Approach



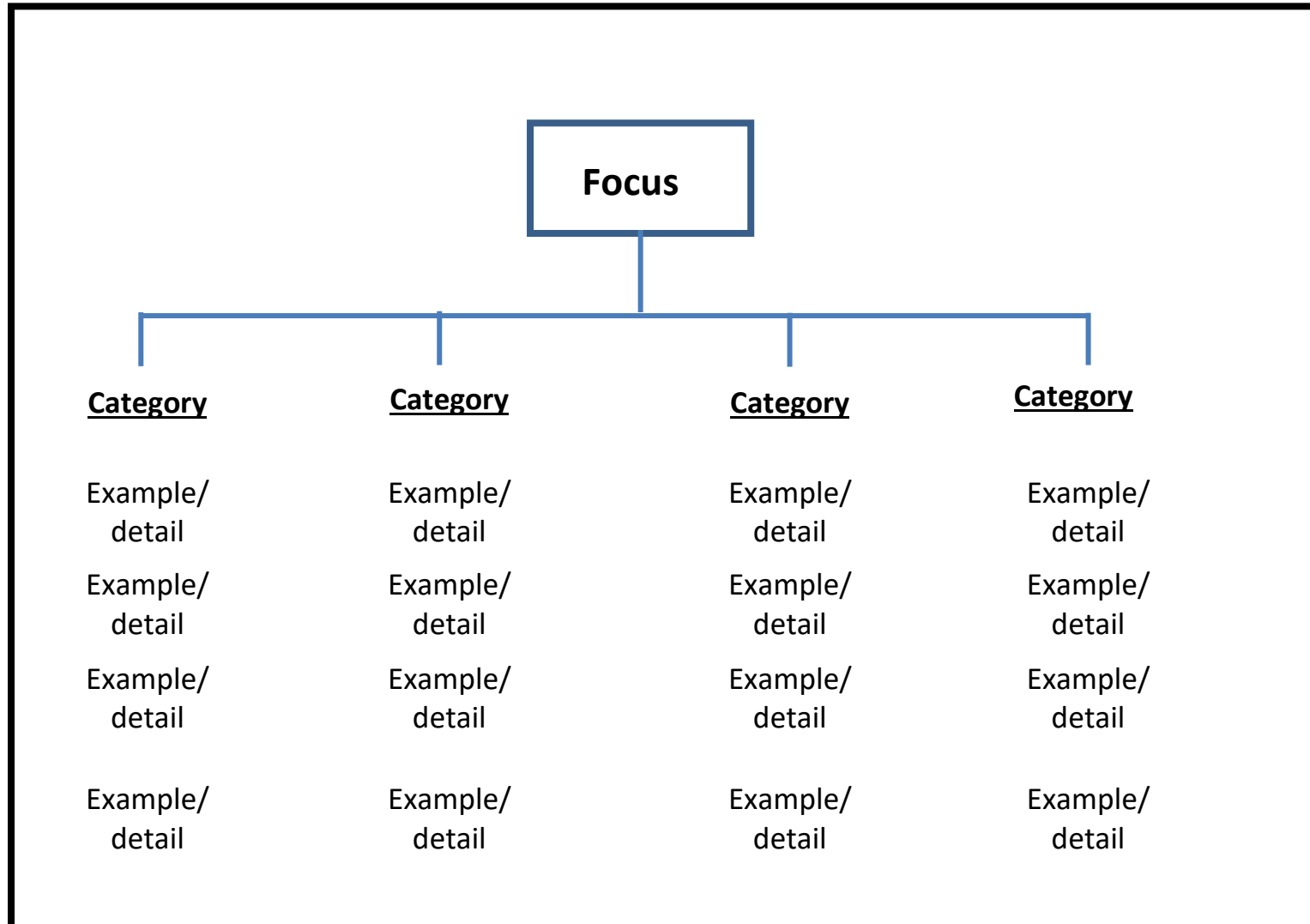
# Geography Teaching and Learning Pedagogy



# The Four Cornerstones of Learning

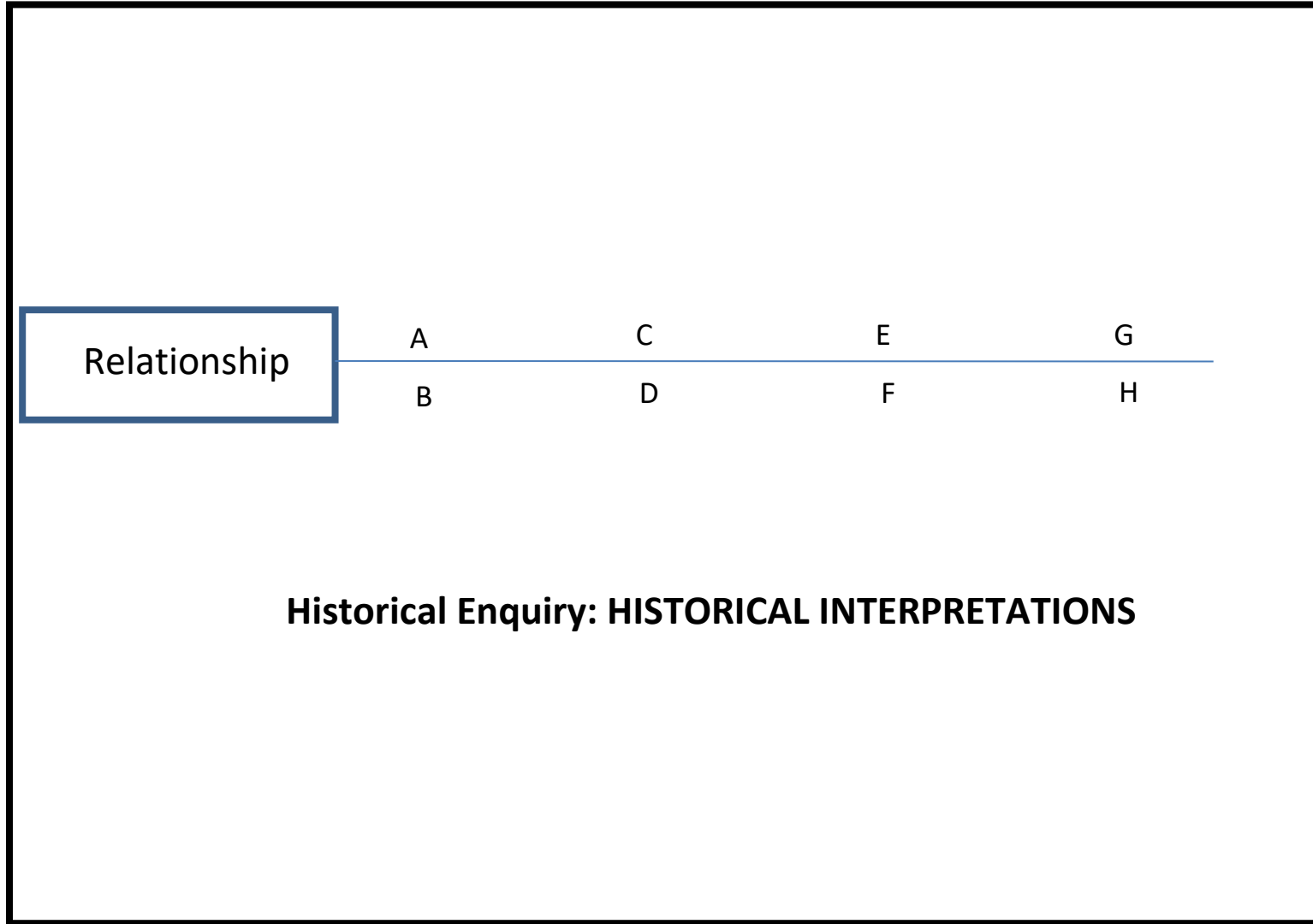
FARNDON'S CORNERSTONES TO LEARNING		
Setting the right culture: Habits and Routines		
<i>Environment</i>	<i>Adults</i>	<i>Behaviour and Attitude</i>
<ul style="list-style-type: none"> <li>Working walls reflect current learning in Maths and Literacy</li> <li>Celebrate Mistakes visually.</li> <li>Sticky Facts being learnt that term.</li> <li>Share with the pupils what a good one looks like (WAGOLL).</li> <li>Celebrate pupils' work from different areas of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Welcome at the class door.</li> <li>Always be the adult and combine assertiveness with warmth.</li> <li>Model calm, controlled and caring behaviour.</li> <li>Be consistent with consequences, maintaining certainty over severity.</li> <li>At the point marking with verbal feedback (record VF).</li> <li>Feed forward using whole class feedback book.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce 3 step processes: re-direct, challenge and correct.</li> <li>Constantly positively reinforce good behaviour and attitudes.</li> <li>Respond consistently to reward, set expectation and sanction.</li> <li>Promote good learning attitudes: <b>work hard; push themselves; don't give up; concentrate.</b></li> </ul>
<b>Think</b> <i>Fluency / Recall</i>	<b>1</b>	Begin each theme <b>retrieving</b> from memory what they already know. At the start of each session, revisit previous substantive knowledge and concepts taught through a quick quiz. Read Knowledge Organiser for pre-learning.
	<b>2</b>	Start each session with a shared <b>purpose</b> . What new knowledge will they learn? Give pupils the knowledge needed for the task. New knowledge broken down step by step to avoid cognitive overload.
<b>Learn</b> <i>Understanding</i>	<b>3</b>	Teacher models. Use principle <b>I do....We do... You do.....</b> Show the skills and a <b>WAGOLL</b> . Use worked examples. Teacher models "how to think" like and Geographer by thinking aloud their own thought processes ( <b>meta-cognitive modelling</b> ) and show how to plan, monitor and review thinking. This will help pupils to imagine and aspire to high standards in their own learning.
	<b>4</b>	Check for pupil understanding. Use techniques to involve all pupils such as <b>cold calling</b> and <b>think; pair; share</b> . Ask deeper questions using Q matrix and Bloom's matrix for enquiry type questioning. Encourage better responses – <b>"Say it again but better."</b>
	<b>5</b>	Provide <b>scaffolds</b> to either support pupils in their learning so that it is accessible, or to help them to effectively plan and organise it. See thinking Geographical writing frames below. <b>Feedback</b> should be understood, accepted and actionable. Verbal feedback should highlight success and specific areas to improve. Whole class feedback used to feed forward in the next lesson.

<b>Explore</b> <i>Quality of Performance</i>	<b>6</b>	<p>Before independence, use <b>guided practice</b> and check pupils have a certain level of confidence. Gradually remove any scaffolds. Embed knowledge through <b>independent practice</b>. Once new knowledge is embedded, look to <b>apply</b> in their own Geographical enquiry: Compare/Contrast; Change/Continuity of a place because of the impact from humans; Cause and Effect; Significance in places;</p>
<b>Evaluate</b> <i>Recall</i>	<b>7</b>	<p>Pupils encouraged to <b>review</b> their work. End each session with a review of the knowledge learnt that session using quizzing, elaborate interrogation or peer to peer assessment. At the end of each theme / unit, re-read, recall and check with knowledge organisers and complete fluent in five assessments which assess substantive knowledge and disciplinary knowledge. .</p>

**Appendix 3: Geographical Enquiry Scaffolding Frames****Geographical Enquiry: CATEGORISING**



# Geographical Enquiry: MAKING CONNECTIONS WITHIN TIMES



**Historical Enquiry: HISTORICAL INTERPRETATIONS**

# Tug-Of-War

- ❑ Identify and frame the 2 opposing sides
- ❑ Generate as many **tugs** (reasons) that **pull you towards**
- ❑ Determine the strength of each tug - placing the strongest reasons at the farthest ends
- ❑ Capture any *'What if...'* questions that arise and place them above the tug-of-war rope.



## purpose

This routine helps learners understand the complex forces that 'tug' at either side of a fairness dilemma. It encourages learners to reason carefully about the 'pull' of various factors.

Digging  
Deeper into  
Ideas

# Hot Spots



Is this idea clearly true, false or somewhere between the two?

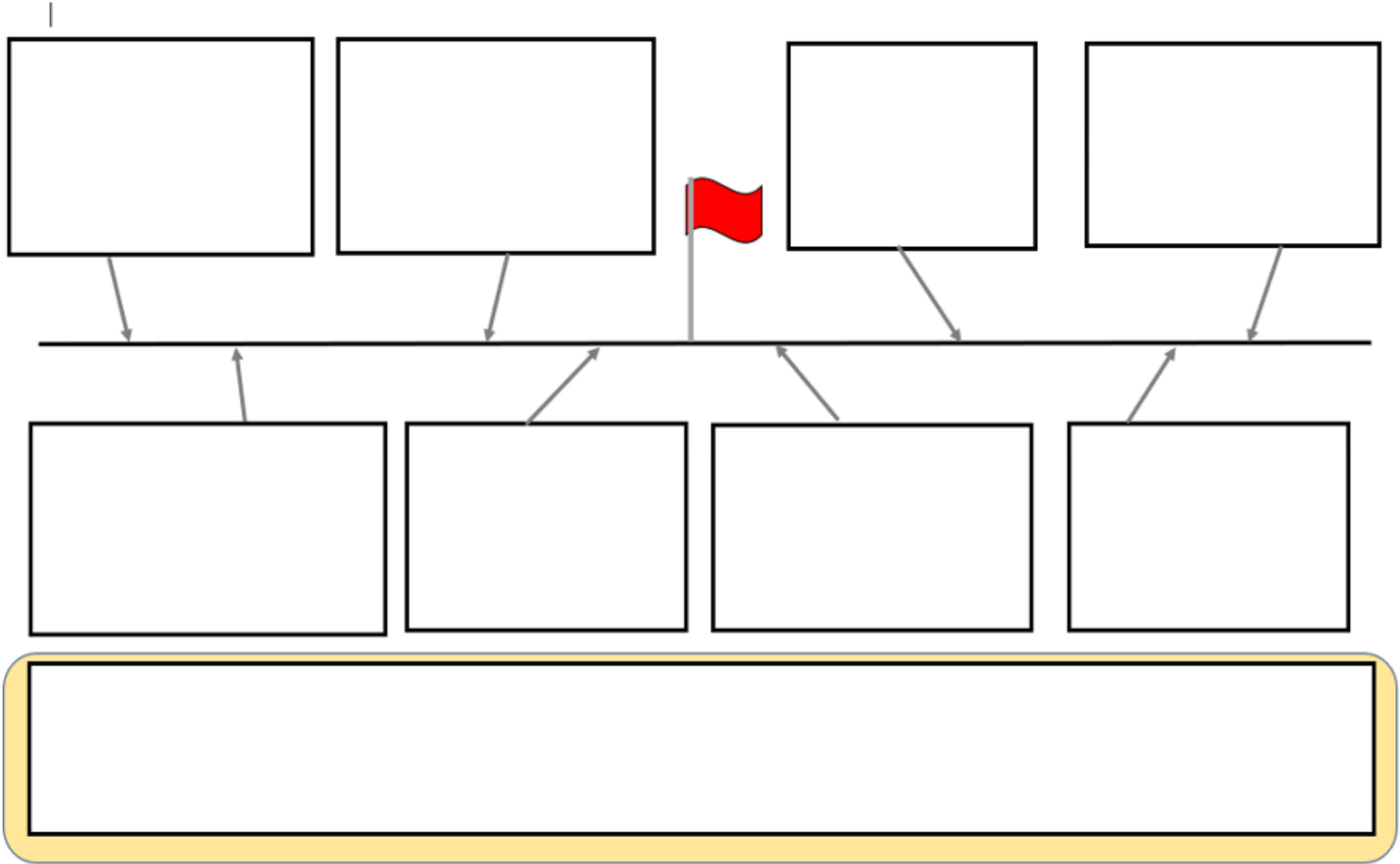
What makes it so uncertain? (or almost certainly true or false)

How important is it? What makes it important?

## purpose

This routine assists students in 'spotting' thinking opportunities in situations that need more attention and where additional thought would be worthwhile.

Introducing  
& Exploring  
Ideas



## Geographical Explanations: CAUSE AND EFFECT

