



**Wood End Park Academy**  
**Geography Policy**

## Introduction

This policy reflects the school's values and philosophy in relation to the teaching and learning of Geography.

Geography is a foundation subject within the National Curriculum. The aims of teaching Geography are consistent with the academy's commitment that all pupils are entitled to an excellent full curriculum.

Wood End Park Academy will provide a high-quality geography education which will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. 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 of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## Subject Intent

We use Geography to ensure pupils gain knowledge about where they live. They will learn the importance of looking after their local area, other areas and the planet. They will learn how to do this. Our intent is for pupils to also celebrate their local community; to challenge stereotypes that may exist about places and cultures. They will develop an understanding of a range of human and physical features of geography and a strong awareness of the natural world. Pupils' knowledge of the world will raise their own aspirations to inspire their future life choices.

(created with the teachers)

## Geography in Our Curriculum

The aims of geography in our school are:

- to promote positive attitudes and enthusiasm for geography
- to ensure the progressive development of geographical concepts, knowledge, skills and attitudes

We follow the National Curriculum (2014); The 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.

## Implementing Geography

The minimum amount of Geography undertaken should be one unit per term.

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. Children take part in role-play 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 organise field trips to learn about the geography.

We recognise the fact that in all classes there are children of widely-different abilities in geography and we seek to 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 tasks of increasing difficulty - not all children complete all tasks
- grouping children by ability in the room and setting different tasks for each ability group
- providing resources of different complexity depending on the ability of the child
- using classroom assistants to support children individually or in groups.

## Planning for Geography

Teaching staff currently develop their own units of work for this subject. Co-working with a senior leader supports a set of lesson plans being improved from the previous year to achieve even higher outcomes.

Units of work are mapped across the year groups to ensure balance and progression- see our overview at the back of this policy.

Learning questions are planned and delivered to engage the children and the work in the lesson builds towards an answer.

Relevant links with other curriculum areas (such as History, English) should be made in unit plans.

In planning a unit consideration should be made of the following;

- Developing children's locational knowledge- where things are in the world
- Developing children's place knowledge- similarities and differences between places
- Developing children's awareness of human and physical geography and how they have an impact on each other
- Develop geographical skills- such as map reading, navigation
- Develop children's use of fieldwork- studying their local area

## Curriculum Coverage

During the Foundation Stage children will work towards the areas of learning set out in the Early Years Foundation Stage that underpin the curriculum planning for children from birth to five.

Geography will be practised under the area of learning for 'Understanding of the World'. **Foundation Stage children** will be encouraged to:

- 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.
- 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.

(Statutory framework for the early year's foundation stage, 2020)

**Key Stage One** will build on and further develop these skills. Pupils will 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. (National Curriculum, 2014)

During **Key Stage Two**, 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. (National Curriculum, 2014)

Progression will be ensured by reference to the schemes of work and by each teacher knowing the content that they are required to teach. Continuity will be ensured by all staff conforming to the agreed mode of working as outlined in this policy.

## Learning Outcomes

Children will have Geography books to record their learning in. All work will be completed at a high standard and teachers will ensure children produce their best. Work in books will aid assessment and progression and good examples of work will be displayed in the classroom and around school.

Examples of work and relevant photographs will be made available to the subject co-ordinator as evidence of work completed and as an aid to monitoring progression and assessment.

## Inclusion

In line with the school's Inclusion Policy, each child will have an equal entitlement to all aspects of the Geography curriculum. We believe that it is important for all children to experience the range of Geography skills and activities. We will use opportunities within Geography to challenge stereotypes. Throughout all Geography work, care will be taken to differentiate tasks and teaching styles in order to take into account the whole spectrum of individual needs.

## Assessment, recording and reporting

Teacher assessment should concentrate on the aspects of capability in order to inform future teaching and learning. Examples of work will be kept in Geography books to demonstrate work completed and progression whenever possible. Each unit has an overview with intent and knowledge goals which describe what children might be expected to know and be able to do. This should help teachers to determine those who are performing to the age-related expectations and making sound progress and those who are performing at a different level. In cases where performance is different to the norm, the learning questions and particularly the learning outcomes should be analysed to inform future teaching to ensure the child is further extended or focused teaching is used where progress has not been made.

At the end of each term, a pupil from each class is awarded the 'Jolly Geographer' Curriculum Award.

## Resources

At present, basic resources are stored in a central Geography area with boxes for individual topics kept in each year group. It is the responsibility of the lead teacher in each year group to manage the resources required during their unit and advise the subject co-ordinator if additional resources are required.

In relation to everyday general resources, our aim is to organise classrooms in such a way to promote the development of independent learning. Resources and equipment should be clearly marked and labelled in order to allow visual access to the children.

Safe and tidy working practices are encouraged at all times.

## Budget

Managing the funding for Geography is the responsibility of the principal.

Each year financial consideration will be given to:

- New equipment investment
- Equipment renewal
- Any new units/ topics that may be taught
- Staff training needs

## Review

This policy will be reviewed by the subject leader every four years. Amendments will be made where necessary after consultation with teaching staff and the governing body.

In reviewing teaching and learning that has taken place, we must look for progression in art and design skills, and ensure knowledge about processes and techniques is taught effectively.

A critical aspect of teaching is to review work by asking:

- What worked well in the unit?
- What was the children's reaction to the unit?
- Did it extend the most able?
- How did we help access for those with special needs?
- Did we have any resource problems with the unit?
- What would you change if doing it again?
- What advice would you give other teachers regarding this unit?

Wood End Park Academy's Geography Subject Overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
1		My school		UK		What a Wonderful World
2		London		Africa		Seasides
3		Eco-Warriors		Amazon Rainforest		Weather
4		Volcanoes		UK		North America
5		Rivers		Rivers		Fieldwork
6		Europe		Trade and Economics		United Nations