



Policy title	:	Geography Policy
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### **Introduction**

At Tollgate Primary School we run a mastery curriculum. This means that all curriculum areas are a progressive model where pupils build on previous learning through their knowledge and application of clear and concise composite goals. Pupils know more and remember more through rehearsal, which leads to a deep and secure knowledge of the key components.

Tollgate delivers a high quality Geography curriculum which encourages and inspires children to be inquisitive learners with regards to the natural world around them as well as the people that live in it. Teaching equips children to have a deep, long-term understanding of the Earth's key physical and human processes. Geography at Tollgate focuses on the local community as well as the wider global community and analyses how the physical and human aspects of both have changed over time. Geography at Tollgate is taught once a week discretely from Years 1-6 but is also taught through a range of other subjects. This is through cross curricular links in subjects such as English, Maths, Computing, PSHE, History and Music. They acquire a range of geographical skills and conduct various fieldwork activities from EYFS to Year Six. Vocabulary is embedded in every geography lesson and it helps children understand and obtain a range of locational and place knowledge.

### **Aims and Objectives**

- To 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
- To 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
- To be 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.

### **Geography Curriculum Planning**

To deliver the geography curriculum effectively and in line with government requirements we follow the programmes of study which can be found and referenced in the following publications:

- Statutory Framework for Early Years Foundation Stage 2021
- Key Stage 1 - National Curriculum
- Key Stage 2 - National Curriculum

We use the national curriculum for geography as the basis for our curriculum planning. We have tailored our curriculum to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied in each term during each key stage. The geography subject leader works this out in conjunction with SLT and teaching colleagues in each year group. In some cases we combine the geographical study with work in other subject areas, especially at Key Stage 1. At other times we arrange for the children to carry out a geographical study independently.

Our medium-term plans follow the bespoke scheme of work and give details of each unit of work for each term. The geography subject leader reviews these plans on a regular basis.

Each class teacher creates a plan for each lesson. These daily lesson plans list specific learning objectives. The class teacher keeps these individual plans, and often discusses them

with the geography subject leader on an informal basis. Teachers plan for variation, AFL as well as the sequence of this lesson and how it builds on prior learning as well preparing children for the next lesson. Teachers will tell children exactly strand of geography they are learning (Place Knowledge, Locational knowledge, Human and physical geography or fieldwork and geographical skills).

### **Achieving Mastery**

At Tollgate Primary School we run a mastery curriculum. This means that all curriculum areas are designed as a progressive model where pupils build on previous learning through their knowledge and application of clear and concise composite goals. Pupils know more and remember more through rehearsal, which leads to a deep and secure knowledge of the key components. At Tollgate we strive to deliver exceptional lessons where all children are expected to meet the learning objective and achieve mastery. We recognise the fact that there are children of widely different artistic abilities in all classes and we provide suitable pathways for all children to achieve the learning objective. These pathways include:

- Adaption
- Support
- Deepening Understanding
- Lowest 20% Toolkit

**Adaption:** is the altering or changing of the task so it is accessible for SEND children. The adaption of task should take into consideration the learning objective, stage of geographical learning the child is at and barriers to learning a child may encounter

**Support:** Support is any resource which may assist a pupil in achieving the learning objective. This may take the form of assistance from an adult (teacher or teacher or assistant), a modelled example of what is needed to succeed in the lesson or any other pictorial or concrete resource that can help the children achieve mastery

**Deepening Understanding:** Children who have met the objective of the lesson can deepen their understanding of the component or composite goal by completing a task that encourages a child to apply or explain the knowledge and skills they have acquired.

**Lowest 20% toolkit:** These are strategies aimed at the lowest 20% children in your class. They are strategies to enable children working within the lowest 20% to access and meet the demands of our mastery curriculum. These strategies include; Live Modelling, Support or scaffold, varied questions, setting the 'Bigger Picture', key vocabulary, 1:1 support, 1:2 Support and carefully planned independent learning time.

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.

### **Foundation Stage**

We teach geography in the Nursery and Reception classes as an integral part of the topic work covered during the year. As these classes are a part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the 'Statutory Framework for Early Years Foundation Stage 2021' which underpins the curriculum planning for children aged three to five. Geography makes a significant contribution to the of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, understanding hot and cold places, our environment, our sense of place and respecting cultures from around the world.

### **Assessment**

At our school we teach geography to all children, whatever their ability. Geography is a part of the school curriculum policy. This helps to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

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. Once they complete a unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum expected standards. We record the attainment grades on Educator and we use these to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

As well as this, the Geography leader will plan quizzes for each year group which will take place on the penultimate week of each half term. Teachers will use these quizzes to assess what knowledge the pupils have attained and will recap on any learning the teacher feels the children need to revisit in order to progress at the rate expected.

The geography subject leader keeps samples of the children's work in a portfolio which shows what the expected level of achievement is in geography in each year of the school.

### **Inclusion**

At our school we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected standards. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, variation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Intervention through SEN Support and EHC plans will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to geography. We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, for example, a visit to a local park to count insects we would carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. As well as this we have a tailored curriculum aimed our SEN children who do not meet pre key stage standards.

### **Resources**

We have sufficient resources in our school to be able to teach all the geography topics. We have a wide range of globes available for children to work in pairs at their table. As well as this we have a range of atlases available for children to use individually. We use the online platform of Oddizzi which is dedicated to geography Children can access this at home and teacher use it as an additional resource to plan from. Tollgate also has a diverse community, so on occasion children will be encouraged to bring in traditional dress, accessories etc. if the teachers feels it will add to the lesson. Tollgate also a range of traditional dress to use as a concrete resource in the classroom. We believe that nothing can replace real-life experiences and as such we promote learning outside the classroom as much as possible. An example is our Year Six children spending a weeOk on a farm in Wales in relation to their farming topic.

### **Roles and responsibilities**

The Geography Coordinator is responsible for:

- Enhancing the quality of Geography teaching through training and management of the curriculum.

- Monitoring and supporting planning and evaluation of Geography lessons.
- Developing and supporting the assessment of children in geographical skills.
- Ordering and maintaining resources.
- Ensure and support teachers in their use of computing to support and enhance the children's learning of geography.
- To ensure that geography topics reflect the global dimensions of our community.

The class teachers are responsible for:

- Planning and implementing the geography schemes of work.
- Collecting, organising and evaluating resources for geography lessons.
- Assessment of children's geographical ability.
- Ensuring the quality of geography teaching in their lessons is in line with the Tollgate geography policy.
- Ensure that geography learning and skills are reflected in displays throughout the school.

### **Equal Opportunities**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. As such, we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

We ensure that all children have full access to the curriculum and that all resources, teaching methods and topics reflect the cultural diversity of the school and local communities.

All children and staff will know that their own traditions and cultural identities are valued and embraced. All teaching in geography will be in accordance with the Tollgate Race Equality Policy.

**Tollgate Primary School Curriculum Overview**

**Geography Overview**

	<u>Autumn 1</u>	<u>Autumn2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Nursery (UTW-PCC)	<b><u>Sense of place</u></b> Analysing what is in their local environment -Home -School	<b><u>Changes in Seasons</u></b> -identifying what happens in different seasons -Explore the changes	<b><u>Changes in Weather</u></b> -Analysing what the weather like in different seasons Identifying what clothes should be worn	<b><u>Animals and Habitats</u></b> -Under the sea -Jungle -Identifying animals that live there	<b><u>Exploring My Local Area</u></b> -Identifying what is in the school -Looking at maps of what is outside of the school	<b><u>Transport</u></b> Identifying different types of transport Explaining what they have used and why
Reception (UTW-PCC)	<b><u>All About Me</u></b> -Local area walk Identifying what is in our local area Creating simple maps	<b><u>Cultures and Communities</u></b> Exploring different religious festivals Celebrating different religious festivals - Talking about what they celebrate and why	<b><u>Transport and Uses</u></b> Why do we use planes? Trains? Identifying how we get to school Exploring the best transports to use for journeys	<b><u>Environmental Changes</u></b> Analysing our effect on the environment (pollution) -Comparing two contrasting environments	<b><u>Different Habitats Around the World</u></b> Exploring a range of habitats and the animals that live there -Exploring why animals live in certain habitats	<b><u>Hot and Cold Climates</u></b> Identifying countries with hot and cold climates Explaining similarities and differences between life in different countries
Year 1	<b><u>My local area/ Plaistow/Newham/Stratford</u></b> Landmarks, personal experiences (Map making) <i>Fieldwork: chn visit local area landmark</i>		<b><u>London</u></b> Landmarks of London, locate on a map, study the Thames. Fieldwork: Visit London to learn about the key London Landmarks.		<b><u>Weather</u></b> UK and contrasting non-EU locality (Bangladesh). Chn to learn about the surrounding seas, ocean, and mountain ranges etc for each area. Key learning: Cold/hot climates, equator. How climate can affect how people live - the jobs they do. Comparison with non EU locality.	

Year 2	<p><b><u>Region in the UK 8</u></b> compass points. Locate, name and describe physical and human features of countries and capital cities of the UK</p>	<p><b><u>Australia</u></b> Physical and human geography of Australia and compare with UK</p>	<p><b><u>Contrast location Coast/Town</u></b> Identify coast and town locations using maps, atlases, globes, aerial images. Identify physical features of a Coast/town.</p>
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Year 3	<p><b><u>U.K Topography</u></b> Study of mountains, rivers and landscapes of UK. <b>Fieldwork - visit a key aspect of topography: river, mountain, hill.</b></p>	<p><b><u>Europe and Russia</u></b> Locate Europe and Russia on a world map identifying key characteristics including physical and human characteristics, countries, major cities, rivers, mountain ranges and climate).</p>	<p><b><u>Study of a European Country-Italy</u></b> Locate the Country of Italy on a map and explore human and physical characteristics of Italy.</p>
Year 4	<p><b><u>North America-California</u></b> Study of the human and physical geography of California. Look at the diverse topography of California. Study the climate and compare with UK.</p>	<p><b><u>South America- Brazil/Rainforest</u></b> Teach biosphere/Atmosphere. Learn about the importance of the Amazon to the environment.</p>	<p><b><u>Natural disasters, Extreme weather and its links to Climate Change</u></b> Study, flooding, tornados, hurricanes, forest fires, volcanic eruptions, Chn to understand how climate change effects this.</p>
Year 5	<p><b><u>Tropics of Cancer and Capricorn/ Equator</u></b> Time zones. Analysing similarities between countries on the Equator. Comparing countries in the tropics to UK. Using Grid reference maps referencing longitude and latitude.</p>	<p><b><u>Compare a region in UK with a region in N. America- Saint Lucia</u></b> Learn about physical and human geography of this Caribbean island and compare to UK.</p>	<p><b><u>Trade</u></b> Explore fair trade and identify the trade links between <b>India/China</b> and the UK.</p>



Year 6	<p><u>Agriculture, Land use and Farming</u>  <b>focus on UK and compare with other regions around the world</b></p>	<p><u>Development-In depth focus on South Africa</u>  Children study the human and physical geography of SA, they link to UK and farming. Study and analyse HDI and GDP.</p>	<p><u>Renewable Energy and Recycling- Project in Local Area (Greenway)</u>  <b>Fieldwork - visit local recycling centres.</b>  What are local people recycling? Compare this with other regions of the UK and contrast this with countries around the world</p>
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