



# GREEN OAKS PRIMARY ACADEMY

## GEOGRAPHY POLICY

Name of school:	Green Oaks Primary Academy
Persons responsible:	Headteacher History/Geography Co-ordinator
Review Date:	Summer 2023
Policy written by:	Mrs A White (February 2019)
Policy reviewed and updated by:	Mrs G Lineham (June 2021) Mrs G Lineham (September 2022)

## Geography Statement

At Green Oaks, we aim to inspire in pupils a curiosity and fascination about the world and its people.

Our pupils learn about diverse places, people, resources and environments, with a deepening understanding of the Earth's key physical and human geographical features. In addition, they learn about the formation of landscapes and changes to environments over time.

Wherever possible, learning is enhanced and supported across the curriculum and links are made between Geography and History topics.

The learning intentions of each lesson are derived using the National Curriculum Geography statements

### Our teaching and learning approach

The focus in Geography lessons is to enable all pupils to understand ways in which places are interdependent and interconnected. Pupils are given opportunities to carry out increasingly complex geographical enquiry, apply questionnaire skills and use effective analytical and presentational techniques in a wide range of contexts.

Pupils share their findings by communicating ideas to a range of audiences.

- Presentation to the class
- Museum days- whole school projects- Geography Week
- Wow days- include costume, Drama, Dance, Art and Music.

Out of classroom learning is essential and we give pupils the opportunity to visit places of geographical significance. Visits include walking in our locality (Bradlaugh Fields/Kingsthorpe) and visiting a contrasting location (London).

We are looking to set up a link with a school in a different country to broaden the pupils' experience. This will aim to provide a rich and real context to learning about national and global issues.

## Early Years Foundation Stage

In Nursery and Reception Class, Geography work is related to the objectives set out in the Early Learning Goals (ELGs) which underpins the curriculum planning for pupils aged 3-5. By the end of Reception, they are expected to have developed the following skills:

## Understanding the World

**ELG: Past and Present** Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

**ELG: People, Culture and Communities** Children at the expected level of development will: - 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.

**ELG: The Natural World** Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants.

Through a range of activities and developing a natural curiosity about objects, events and people through play and discussion, pupils develop a knowledge and understanding of the world. Although activities are planned by teachers, most objectives are covered through spontaneity and following the interests of the pupils at a given time. EYFS participate fully in whole school events such as, Geography Week.

## Inclusion

All lessons are inclusive, and teachers plan lessons to enable all pupils to achieve the skills. Where necessary, activities and lessons are differentiated to allow pupils to achieve the skills independently. Teachers use assessment sheets to gather evidence of skills being secure. Some skills are repeated throughout the year or key stage before they are secure.

## Planning

The Long-Term Map (LTP) shaped by teachers, outlines the Geography topics across the whole school. Enquiry questions are used to engage pupils and are featured on Long-term and medium-term planning. Lesson learning intentions are formed using the National Curriculum statements and teachers ensure that coverage over the phase they are teaching in is met.

Medium-Term plans contain National Curriculum Statements and learning intentions. They also include subject knowledge information for all staff to access. Reference to previous learning and memorable experiences is also included on each Medium-term plan.

Pupil knowledge organisers drive technical vocabulary (three-tier) and support the development of cultural capital.

Teachers use a range of schemes/resources such as, Twinkl, Plan Bee, Hamilton Trust or Oak Academy to support the teaching and learning of Geography. They evaluate taught units of work to ensure coverage and breadth of learning, and to inform future planning.

## **Assessment**

Each lesson/skill is assessed as soon as possible following the lesson to inform misconceptions and teaching for the next lesson/future planning. Marking is completed in accordance with the school Marking Policy. Written and verbal feedback is given to pupils as well as questioning to ensure understanding of a skill or to extend the learning.

Assessment takes place during each unit. Learning intentions covering skills are outlined on the topic Cover LI sheet and teachers mark the date taught. In most cases, lesson work is recorded in books, although often pupils are encouraged to show their understanding through discussion and practical work. These Cover LI sheets are used to inform data trackers.

At Green Oaks, we use the program Insight to record teacher judgements. Teachers decide if pupils are working toward, working at expected or working above in the subject. Assessment sheets inform report writing and enable teachers to identify groups that may need extra support or challenge. In addition, assessment is used to identify skills that require further development.

## **Cross-Curricular Links**

### **Maths**

Maths, history and geography can be combined in many ways. Compass skills can be used in position and direction. Data from both subjects can be used for children to present in a variety of ways and analyse.

### **English**

In all Geography topics, children will use their English skills of reading, writing, speaking and listening. They can use their writing skills to write letters in character, write recounts of trips or experiences or to plan TV reports on historical events. They use speaking and listening skills to learn from experts.

### **I.C.T**

ICT is used in Geography for many purposes, using cameras/i-pads to take pictures of environments or activities, using presentation software to present findings and using the internet to research topics and questions. Compass points can also be used as part of programming, using Beebots further down the school or as part of coding.

### **PSHE/SMSC**

Many SMSC strands can be covered within History and Geography, investigating events and people from the past give the children opportunities to question different opinions of a range of people and the understanding of a range of cultures across time and the world.

## PE

In PE links can be made to using compass points in orienteering

## Art and DT

Geography provides a wonderful starting point for many Art or DT projects that can be carried out to enhance and inspire learning. These can be used to consolidate Geography skills, for example: Model of the water cycle, and 3D islands featuring human and physical features.

## History

Most geography units are woven with History units so that they can be taught in more depth and aid children with cognitive load.

## Outdoor Learning

As part of our 'Reconnected Curriculum', we aim to develop opportunities for outdoor learning. These are opportunities that are in addition to our usual commitment of providing trips of historical or geographical significance. Ideas to support outdoor learning, using the school environment are (to name a few):

- Creating a rainstorm
- Dam building
- Making landmark models

## Covid-19

Currently, there are no restrictions in place, although it is seen as good practice to continue to be mindful of sharing resources. The use of masks must still be complied with when visiting settings if required to wear them.