

Newington Community Primary School



GEOGRAPHY POLICY

2023-2024

Amended:	Term 1 2023
Updated by:	Lauren McGarvey
Approved by the Governing Body:	
Signed:	(Chair of Governors)
Review:	Term 1 2024

Intent

A curriculum which develops knowledge, understanding and a passion for the world around us.

At Newington Community Primary School we are committed to providing all children with a geography curriculum which provides pupils with both the knowledge and understanding, and passion for the world around them. A sound knowledge of the world around them is vital for pupils, not only to thrive within the subject, but also in developing their cultural capital; to be able to contextualise information which they have seen, read or heard. Geography explores the relationship between the Earth and its people through the study of place, space and environment. Geography study begins at NCPS with pupils learning about their own locality, and develops throughout the primary phase through pupils becoming aware of and developing knowledge and understanding of the world beyond their own environment.

Aims

The aims of geography are:

- To inspire in pupils about the world and its people that will remain with them for the rest of their lives.
- To provide pupils with knowledge about diverse places, people, resources and natural and human environments.
- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To obtain Geographical knowledge, understanding and skills.
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

Implementation

The children undertake a broad and balanced programme which is personalised to our pupils; their needs and their local area. Through the teaching of geography, children learn a range of skills, concepts, attitudes and methods of working.

Early Years

Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to:

- Observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

Key Stage 1

During Key Stage 1, pupils begin by investigating their immediate surroundings and local area, before developing their knowledge of contrasting locations in the UK and abroad, through studying tourism; finding out about the environment and the people who live there.

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.

Teaching and Learning

The teaching of geography focuses upon the accumulation of knowledge of the world around them, the skills of geographers and developing a passion and interest in the subject.

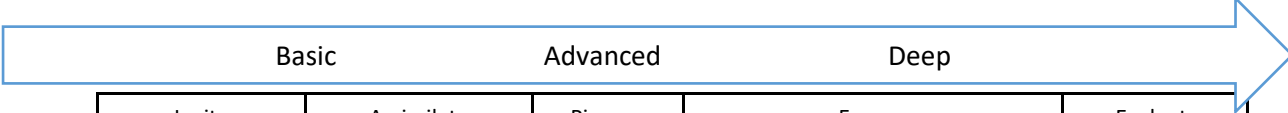
All units of study are structured in the following way:

Learning goes from being basic, to advancing to deep.

Basic learning is predominantly concerned with the acquiring of knowledge. It requires a low level of cognitive demand, often being taught through modelling and explaining, with activities which involve following instructions.

Advancing learning is learning which demands a higher level of cognitive difficulty. It involves the practising and applying of knowledge, which goes beyond simple recall, and it requires some decision making.

Deep learning is primarily driven by the learner, to solve non-routine problems whereby there may be multiple answers. It requires critical thinking and justification of the answers reached.

					
	Basic		Advanced	Deep	
	Ignite	Assimilate	Pioneer	Express	Evaluate
Involves:	<ul style="list-style-type: none"> -Stimuli -Hook -Capture interests -Inspiring the imagination -Context -Scenario based learning 	<ul style="list-style-type: none"> -Domain specific knowledge -Substantive knowledge -Subject Vocabulary -Rules and models -Procedural -Basic concepts -Case Studies -Retrieval practice -Comparative information 	<ul style="list-style-type: none"> -Big Ideas -Disciplinary knowledge 	<ul style="list-style-type: none"> -Planning for a project— deepening the relationship with learning -Planning for innovation -Individual/group project presented to peers/teachers/parents -Demonstrating: understanding of subjects, connections between subjects -Personal meaning -Application of knowledge 	<ul style="list-style-type: none"> -Self-assessment -Peer assessment -Personal and community impact
Pupils will:	Experience	Name, describe, follow instructions or methods, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise	Solve problems, explain methods, reason, classify, infer, categorise, make connections, pattern seek, organise, modify, predict, interpret, consider viewpoints, summarise, make observations, estimate, compare, debate	Solve non-routine problems, explain concepts, hypothesise, investigate cite evidence, justify, design, create, prove	Evaluate, conclude, reflect

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 Newington Community Primary School, Geography is taught discreetly, in order for pupils to develop geography specific skills as well as interest and excitement for the subject.

Geography is taught in 3 out of the 6 terms across the year, so that when it is taught it can be given the necessary time and depth to fully explore the content of the unit.

Geography units are sequenced as follows:

Learning begins in Year 1 with pupils learning about their immediate and local area. This is built upon in Year 2 as pupils contrast their local area (Margate, a tourist town), to other tourist locations, both in the UK and abroad. Learning in KS2 both develops pupils understanding of the wider world, but also offers pupils the opportunity to revisit their learning about their local environment, deepening their geographical understanding of their locality.

Impact

Assessment and Recording

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 policy.

Monitoring

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

Roles and Responsibilities

The subject is led by the staff as a whole and each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.