



# Geography Policy

## Overview

This policy for Geography teaching and learning is underpinned by the school's generic curriculum policy for foundation subjects that sets out guidelines, practise etc. that should be adhered to in all foundation subjects. The areas covered in the generic curriculum policy are as follows:

- Curriculum coverage
- Teaching and learning guidelines
- Roles and responsibilities
- Inclusion
- Assessment, recording monitoring and reporting
- Key competencies

## 1) Aims and Opportunities

### 1.1 Aims

At Brampton Abbotts School, we believe that Geography helps us to make sense of the fast-changing world in which we live. Through geography, we unravel the mystery of people, place and environment and explore the ideas of sense of place, belonging, identity and purpose. We aim to take an investigative approach to geography teaching and learning. Such an approach will involve investigations into the following areas:

- Investigation of people(s), place (s) and the interactions between the two.
- Investigation of interconnectivity and interdependence.
- Investigation of the processes that shape our world – both physical and human.
- Investigation of patterns – both physical and human – both spatial and reoccurring. Patterns are central to our lives – but little real attention is drawn to them.
- Environmental perceptions, change, stewardship and sustainable futures.

### 1.2 Opportunities

*Geography offers opportunities to:*

- Develop, enhance and apply English, Maths, ICT and graphical skills.
- Use atlases, globes, maps and plans – range of scales and types. Progressive use of GIS (Geographical Information Systems) – Google maps and Multi-map are very simple GIS
- Make and draw maps and plans at a range of scales and for a range of purposes.
- Use a wide range of resources to collect secondary geographical information (music, paintings, films (e.g. 'Over the Hedge' is brilliant for housing growth), poems, story books, novels, travel accounts, brochures, magazines, parish magazines / newsletters, parish and town meeting minutes, TV, DVD and newspapers etc.)
- Use of outside experts (town planner etc.) and agencies (the Environment Agency etc.) to support learning and teaching.
- Problem solve and decision make. These skills are central to high quality learning in geography.

- Use research skills – library skills- digital literacy.
- Geographical skills will be developed, enhanced and applied in a place or thematic context.
- Use a wide range of ICT to support subject investigations and enquiries.
- Understand and use, in the appropriate context, subject specific terms.
- To be global citizens and learn about and take an interest in education for sustainable development.
- Participate in local to global affairs e.g. In KS2 to become actively involved in local schools' network eco and sustainable development schemes (ECO); to take an interest in world affairs regarding sustainability and climate change (COP 26)
- Learn about our world in the past, present and future. Geography is a topical and emotive subject that deals with real issues. Topicality will be central to teaching and learning in this subject area – from 'show and tell' to news-boards to geo-doodles.
- Develop, enhance and apply fieldwork skills and techniques. Use of fieldwork instruments. Fieldwork is statutory in geography – use of school, the grounds, immediate locality and localities further afield. Collecting primary information.

## 2) Organisation and Planning

### 2.1 Time allocation

KS1 - Geography will be taught for at least 24 hours each year.

KS2 – Geography will be taught for at least 27 hours per year.

Geography units may be taught for 2 afternoons a week in 2 or 3 week blocks to give greater coherence to children's learning – this will be at the discretion of individual class teachers. Geography may be integrated into other subjects and topic-based projects in which the teaching and learning of geography is implicit. The time allocated to geography aspects of study within other subjects should be considered.

### 2.2 Planning

Assessing a Knowledge Rich Curriculum, Essentials Curriculum and the Geographical Association provide the framework for learning and teaching in geography. Because of Brampton's combined year group model, long term planning is based upon a 2 year rolling programme to ensure complete coverage and progression for all pupils (See long term plan). One unit is planned and undertaken each term. Teachers should use the unit planners in the scheme imaginatively, whilst ensuring the learning objectives remain the same in order to ensure progression.

When planning lessons teachers will follow these guidelines:

- start from pupils' own experiences, interests and prior learning
- revisit and build on pupils' prior knowledge, understanding and skills
- organise learning around questions that engage and challenge all pupils
- make it clear what and how pupils are expected to learn and what they are expected to improve
- give clear explanations using relevant examples and analogies
- use a wide variety of resources and approaches
- encourage pupils to think for themselves



- show pupils how to communicate their findings in a variety of ways
- show pupils how to connect what they learn in geography with other subjects
- encourage pupils to enjoy and engage in “doing” geography
- be reflective about their teaching and the impact that it has on the pupils’ acquisition of geographical knowledge, understanding and skills

In the EYFS, regular geography activities are planned; some initiated by children and some led by adults.

### **2.3 Extending the curriculum – local geography**

Children should develop an understanding of geography through first-hand experience. Wherever possible children will be given opportunities to visit local areas of geographical interest (e.g. River Wye, local farms, Ross-on-Wye town etc.). It is essential that pupils take part in geography fieldwork activities at least once every year and preferably more often.

### **2.4 The learning environment**

We aim to provide a learning environment where children feel inspired by and engaged with geography and the people of the time. We will do this through providing imaginative and creative classroom displays relevant to a geography unit of study at least once a year in each class. We will source suitable books and display materials through the Schools’ Library Service to enhance learning.

### **3.5 Management and organisation of resources**

Individual class teachers are responsible for sourcing and keeping resources particular to their geographical studies.

## **3) Links with other subjects and key competencies**

### **3.1 Writing**

Geography lends itself to a number of different writing genres particularly those involving informational and explanation texts. Other suitable writing genres include: discussion/argument; persuasive; journalistic; letter writing; poetry.

### **3.2 Speaking and listening**

The scope for discussion, explanation and debate in geography is wide! From technical explanations of landforms to debates on the suitability of a woodland for a housing development, speaking and listening opportunities in geography are at the core of the subject. Teachers can plan exciting opportunities for pupils to present the results of research as small performances, mock interviews, tv programs, journalist reports etc.

### **3.3 Research (books and ICT)**

Geography is an enquiry led subject which requires pupils to ask, frame, answer and explain questions and hypotheses. Research using available sources both book and ICT based is essential, helping pupils to hone associated skills.

### **3.4 Maths**

Geography, especially geographical fieldwork, can involve data collection and analysis as well as the use of formulas and algebra (eg. Calculate the height of a tree or building; work out the area of a field/car park/ playground etc.).



### **3.5 Science**

Geography, although often considered to be one of the ‘humanities’ is often studied as a science at degree level, particularly the ‘physical geography’ areas of study eg, meteorology, geology, hydrology etc. In primary school, setting up a scientific study within the context of geographical study can be very beneficial – giving purpose to the science involved eg, rainfall patterns study over a period of time. Asking scientific questions and formulating an experiment to test a hypothesis eg. Vegetation growth under trees is always less dense than that in open spaces.

### **3.6 Sustainability and global citizenship**

Geography is fundamentally concerned with the interaction of humans and their environment and as such is a major subject through which to study pollution, climate change, sustainability and associated areas of concern.

### **3.6 Teamwork**

Geography often works best when small teams work on projects together necessitating discussion, argument, compromise and group decision making. Splitting classes into smaller groups to work together on focussed research projects or preparation of debating stances etc. will give opportunities for pupils to develop these team-working skills.

