



Brinsley Primary and Nursery School

Learn today, be a star of tomorrow

School Policy for

Geography

Person Responsible: D Martin

To be reviewed: November 2024

BRINSLEY PRIMARY SCHOOL

MISSION STATEMENT

At Brinsley Primary and Nursery School, we promise you a caring community where everyone can be STARS. As a pupil, you will SHINE and work in our TEAM to ACHIEVE your full potential in an exciting, creative environment; which will inspire you to learn and grow. Through our values, we RESPECT and have empathy for each other- SMILING along the way!

Why do we teach Geography the way we do?

At Brinsley Primary School and Nursery, the Geography curriculum is designed to develop and inspire, in all our pupils, a life-long curiosity and fascination about the world and its people. Geography teaches an understanding of places and environments, gives children the opportunity to learn about their local area and compare this with that in other areas of the United Kingdom and the rest of the world.

We aim to deliver a curriculum that:

- Equips children with geographical skills to develop their knowledge through studying places, people, and human and natural environments.
- Seeks to deepen the understanding of the Earth's key physical and human processes.
- Ensures progression of knowledge, skills and understanding as children move through school from EYFS to the end of KS2.
- Creates curriculum cohesion by building on previous knowledge and understanding enabling children to make appropriate connections between areas of study, their local surroundings and that of contrasting settlements and environments.
- Encourages and embraces the knowledge of our own community and enables our children to understand and value where they live.
- Provides pupils with exciting, interesting, and motivating tasks which use a variety of sources of geographical information.

How do we teach Geography?

In **EYFS**, Geography is taught as an integral part of the question led topic work covered during the year. Teachers relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum to ensure the Early Learning Goals of developing a child's understanding of the world are met.

Teachers plan opportunities for children to meet these goals through supported play, talk, stories, pictures and displays. Children are given the opportunity to talk about similarities and differences in relation to places, objects and features of their own immediate environment and how environments might vary. They also make use of their immediate locality and experience fieldwork in the wider locality.

Our curriculum aligns with the Early Learning Goals and the National Curriculum, ensuring children have opportunities to achieve the skills outlined below:

Early Learning goals

People, Culture and Communities

- Children can 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.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction and, when appropriate, maps.

The Natural World

- 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.

In Key Stage 1 and 2, Geography is taught using Focus Education's enquiry-based curriculum that builds upon skills and understanding. Teachers use, and adapt when necessary, the planning provided to teach stimulating lessons which meet the needs of all pupils and the National Curriculum requirements.

In Key Stages 1 and 2, the National Curriculum provides a clear progression of skills organised into four main themes:

- Locational Knowledge
- Place knowledge
- Human and Physical Geography
- Geographical skills and fieldwork

The themes and their requirements, will be fully met through children's learning in:

- Key Stage 1 about: Hot and Cold Places, their immediate locality and a study of a contrasting non - European country.
- Key Stage 2 about: Natural Disasters, Rivers, Mountains and Cities, Rainforests and South America.

All children study at least one explicit geography topic each year which will last for a term. This enquiry topic will be question led eg 'Why are there no penguins in the North Pole?', have a WOW activity and be closely linked with a book based English curriculum to promote geographical writing at length. Where appropriate, links will also be made with other curriculum areas to further develop and embed children's geographical knowledge and understanding. For each unit of work, teachers and children use a 'knowledge mat', which contains the geographical specific vocabulary and knowledge that children are expected to use and retain within their long-term memory. Teachers are encouraged to create opportunities to use the school grounds, local area and wider local area for fieldwork to enable children to have as many opportunities as possible to engage in practical geographical research and enquiry to enhance their geographical learning.

Extra Opportunities

To extend and enrich learning in geography, out of school visits are planned, when applicable, and we endeavour to make use of the local area as much as possible. Guest speakers and visitors are also encouraged to visit school to support children's learning.

Staffing/Staff development

The class teacher has the responsibility to plan and teach the children a broad geography curriculum based on the Focus Geography curriculum scheme used throughout school. The geography lead will support staff with planning and keeping up to date with subject developments. When appropriate, all teachers will take part in professional development to ensure secure subject knowledge.

Health and Safety

When experiences are planned off-site it is the responsibility of the teacher to ensure all risk assessments are completed appropriately which adhere to the school's and county guidance for Educational Visits.

Equality

All aspects of Geography are taught in such a way as to include all children regardless of their gender, background, culture, or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies.

How do we measure the impact of our Geography provision?

Assessment and Recording

Children at Brinsley Primary School will develop the knowledge and skills necessary to enable them to be confident geographers, who are able to discuss their learning and are ready for the next phase of their learning.

Teacher assessment is incorporated into class teachers' termly and weekly planning. We assess children's knowledge and understanding by questioning, listening and observation of performance in class as an on-going process to ensure that teachers can plan appropriate geographical investigations. Evidence may be in books, on display or shown as models. Children will be assessed against the objectives for geography during the term that it is taught. These will be based on teacher's

professional judgement and will be recorded on o-track, a whole school assessment tool and included in the annual report to parents.

Impact will also be measured through the following ways by the geography leader:

- Book looks
- Displays
- School social media and Class Dojo
- Learning walks
- Observations
- Pupil voice
- Staff questionnaires