



Parklee Community School

Policy for Geography

Head teacher: Mrs D Roper

Subject Leader: Miss L Baker

School Vision

ENJOY, ENGAGE, EMPOWER

At Parklee we believe that primary education should be a time of opportunity, a happy and meaningful experience that promotes a love of learning, enriches lives and develops lifelong skills.

Introduction

This policy outlines how Geography is currently taught in our school. The implementation of this policy is the responsibility of the whole teaching staff and is overseen by the Head teacher and Humanities coordinator. This policy is supported by the Teaching and Learning policy and the SEND policy.

Intent

At Parklee Community School geography education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography.

We aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. (The 2014 Primary National Curriculum in England)

Geography teaching at Parklee has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.

A geographer needs:

- *Thorough investigative and research skills
- *Good communication skills
- *An interest in human behaviour, culture and society
- *An enquiring mind

Implementation

Geography at Parklee is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each

year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points.

Geography is taught throughout Key Stage 1 and Key Stage 2 once a week for 1-2 hours following the unit overviews. The units contain between 10-12 key questions that the children explore each work. The teacher plans lessons that allow children to develop the historical skills set out in the progression of skills documents.

During KS1 we aspire for our pupils to develop a deep knowledge about the country they live in and their locality. They then will gain an amazing understanding of basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills independently. This will enhance their locational and place knowledge.

During KS2 the pupil's will be able to extend their knowledge and understanding beyond the local area. This will include the United Kingdom as a whole and then various countries around the world. They will learn the location of these continents and be able to describe characteristics to a 'high' standard of the physical and human features. The pupil will also develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

At Parklee, Geography is planned and delivered at a very high standard and we set very high expectations for the students in the lesson. We expect the work in their books to be at the same standard as their English books. Teachers consistently identify gaps and reiterate children by reviewing the previous lesson and instilling new vocabulary.

Impact

The geography curriculum will make a profound and positive impact on the outcomes of every pupil. The structure enables us to return to core knowledge and skills throughout the course, embedding key practises and understanding.

Core knowledge in each unit is supported by a knowledge organiser which details the key learning points, vocabulary and key questions. It is our expectation that the knowledge on our organiser is known by all.

We endeavour to create strong and appropriate links with other subjects to enhance the curriculum and learning experience. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Each child's understanding will be assessed regularly, and Verbal Feedback will be given in the lesson.

Deeper Thinking tasks and purple pen questions will allow the teacher to assess the students understanding. Book checks will be carried out regularly to check that the impact of the teaching is shown in the responses that they students give.

Each lesson teachers re-cap previously taught knowledge in the form of quizzes and recap activities, which supports pupils to retain the knowledge that has been taught.

Early Years

Children in EYFS have opportunities to develop early skills through the 'Understanding of the World' strand of the Early Years Curriculum.

Planning and Resource

The new National Curriculum (September 2014) has seen some significant changes to what is taught in history, with a far greater emphasis on learning facts like dates, continents etc. At Parklee we strive to ensure that this new curriculum is taught to create enthusiasm and enjoyment of these subjects.

Units of work may be taught in blocks, themed enrichment days or in afternoon sessions over the term. Varying teaching methods are adopted to suit a range of learning styles and resources are provided in order that all children are able to access the learning. We believe that good teaching in Humanities should retain the children's interest and therefore a range of activities are used to deliver the humanities curriculum

Differentiation

At Parklee we place emphasis on individual development by setting realistic achievable targets. Therefore, matching the delivery of the curriculum to the children's individual abilities is an essential part of our teaching.

Monitoring and assessment

The teaching staff monitor their pupils during lessons through observation, questioning and assessment. The teaching of humanities is monitored through lesson observations, the review of short and medium term planning, pupil interviews, discussion during staff meetings and informal discussions between staff members. The policy will be reviewed by the staff if and when deemed necessary by the Head Teacher. Any amendments will be presented to the Governors for discussion.

Equal Opportunities

All children will have the same access to develop skills and knowledge in every aspect of humanities regardless of gender, race or culture. The humanities activities in our school are planned in such a way as to encourage full and active participation and enjoyment by all children, irrespective of ability. All pupils have access to the humanities curriculum. During field trips provision is made for certain pupils with SEN and physical disabilities.

Greater depth Pupils

It is the responsibility of the class teacher to identify pupils that can quickly, easily and at expert level apply specific skills and processes in geography and who demonstrate high levels of understanding, insight, maturity and achievement.

Teachers provide opportunities to challenge the pupils and develop their skills further. This is usually through a greater depth question at the end of the lesson, which focuses on children applying what they have learnt.

SMSC

Geography provides the ideal opportunity to develop an understanding of other cultures and British values and awe/ wonder at the world around us and an appreciation of the responsibility on current generations to look after it.

Date of Policy: February 2021

Subject Lead Lauren Baker

Head Teacher Dawn Roper

Chair of Governors

Date

