

# BROOMFIELDS JUNIOR SCHOOL



## Geography Policy

**2023-2024**

### DOCUMENT STATUS

Version	Date	Action
1	January 2020	Updated policy
2	September 2022	Updated
3	September 2023	Reviewed

## **BROOMFIELDS JUNIOR SCHOOL**

### **GEOGRAPHY POLICY**

The Public Duty of the Equality Act 2010 Protected characteristics in the act include sex, sexual orientation and gender reassignment. Schools have due regard to:

- (a) "eliminate discrimination, harassment, victimisation"
- (b) "advance equality of opportunity"
- (c) "foster good relations between persons who share a relevant protected characteristic and persons who do not share it"

This includes tackling prejudice and promoting understanding.

#### **Rationale:**

Geography is the study of places and environments, the physical processes and human activities which shape these places and affect the people who live in them. Geographical enquiry helps children to learn about their immediate surroundings and the broader world; how the environment can affect their lives and determine decision making.

The study of Geography helps children to develop a sense of identity through learning about the United Kingdom and its relationships with Europe and the rest of the world. It also helps children to learn how to draw and interpret maps and develops their skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of Human Geography, children gain an appreciation of life in other cultures.

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments.

Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use maps efficiently, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value. Geographical teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind and our planet.

#### **Intent:**

At Broomfields Junior School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, places and their environments, as well as their place in it. The Geography curriculum at Broomfields enables children to develop knowledge and skills that are progressive, as well as transferable to other curriculum areas. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse

places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The aims of Geography in our school are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge

### **Implementation:**

To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as a discrete subject, focusing on knowledge and skills as stated in the National Curriculum. The Geography curriculum at Broomfields is based upon the 2014 Primary National Curriculum, which provides a broad framework and outlines the knowledge and skills to be taught in each Year Group. Teachers plan lessons for their phases using our Milestones documents. The Milestone document ensures the curriculum is covered and the skills, knowledge and vocabulary taught are progressive throughout each phase.

The Milestone documents allow teachers to plan lessons that build upon previous knowledge and regular retrieval activities are planned in to assess how well they are retaining previously taught knowledge. Although geography can be taught alone, it also offers meaningful contexts for high-quality cross - curricular work. Consideration is given to how a deeper understanding will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

At Broomfields, we ensure that our Geography curriculum equips all our children in gaining 'real-life' experiences that are transferable in the wider curriculum. Educational visits are another opportunity for the teachers to plan for additional Geography learning outside the classroom. At Broomfields, the children have had many opportunities to experience Geography on educational visits.

### **Inclusion:**

Inclusion is about ensuring every child makes the best possible progress whatever their needs or abilities. Successful inclusive provision at Broomfields is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

Inclusive practice should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

**Impact:**

The quality of our Geography curriculum is high, it is well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills: vocabulary progression also forms part of the units of work. We plan the topics in Geography so that they build upon prior knowledge and learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and through planned progression built into the scheme of work, we offer them an increasing challenge as they progress up the school. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. We measure the impact of our curriculum through the following methods:

Through pupil voice and pupil work, children will demonstrate:

- their knowledge and understanding as a Geographer
- their understanding of how Geography 'happens' in their local area
- their understanding about the world around them and how it has been shaped
- what Geography is and how they have applied this learning in a given context
- that they know more, remember more and understand more.

The subject coordinator will be able to:

- see how well a child has understood their learning and can apply their knowledge and skills at a deeper level through planned activities
- monitor planned retrieval tasks to assess how well the children have retained information at a distance from previous learning
- collate images and videos of the children's practical learning
- participate in moderation meetings where pupils' books are scrutinised and there is the opportunity for a dialogue between colleagues (internally and externally) to share good practice and look at the standards achieved across the school(s) in Geography.
- Carry out monitoring of the subject and report the standards in Geography to SLT and Governors

**Teaching and learning style**

The school uses a variety of teaching and learning styles in Geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We do this through a mixture of whole-class teaching and individual / group activities. Teachers encourage the children to ask as well as answer questions. The children have the opportunity to use a variety of secondary sources of information, where it will enhance learning as well as gaining first hand experiences, for example, the use of books, maps, graphs, photographs and ICT.

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 by:

- Setting common tasks that are open-ended and can have a variety of responses
- Scaffolding learning to ensure all pupils can access the tasks set
- Providing a range of challenges with different resources
- Using additional adults to support the work of individual children or small groups
- Incorporating high order questions to extend all children

## **The contribution of Geography to teaching in other curriculum areas**

### **English**

Geography contributes significantly to the teaching of English at Broomfields by actively promoting the skills of reading, writing, speaking and listening. The children develop oral skills in Geography lessons through discussions and debates and through recounting their findings from field work. They develop their writing skills through writing reports, letters and recording information.

### **Maths**

The children can apply their mathematical knowledge to Geography lessons through map reading and grid references and interpreting data.

### **Computing**

Children use technology in Geography lessons where appropriate. Children use ICT in Geography to enhance their skills in data handling and in presenting written work. They research information through the Internet and use digital maps to investigate areas.

### **Spiritual, moral, social and cultural development**

Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study Geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment. Particular care will be taken to ensure that pupils develop an awareness of:

- the need to challenge racist and sexist stereotypes, images and language;
- the importance of looking at Geography from a variety of cultural, social, economic and political perspectives;
- the value of studying the geography and a range of societies in different parts of the world and exploring the effect of cultures and cultural groups on their environment;
- the full extent of the contribution and experiences of women, men and children in different geographical circumstances and from different cultural groups together with the need to provide positive role models for different pupils.

### **Evaluating**

Knowledge, skills and understanding will be assessed through:

- Planned Assessment for Learning opportunities.
- Monitoring samples of children's work and moderating within year groups and across the whole school
- Talking to children to gain their view of their progress and experience of the subject.
- Talking to teachers.
- Observation of the children's learning by the class teacher, the Headteacher or subject leader.
- Peer Reviews, subject 'Deep Dives' and visitors. (Governors, visiting teachers, advisers, etc.)
- Auditing resources and monitoring classroom organisation and use of resources.

- Through LA and OFSTED inspectors' reports and the reports/comments of other education professionals who visit the school.

**Reviewing the Policy:**

This policy will be reviewed in 2024 by the Geography coordinator in consultation with the Headteacher and staff, with due regard to any changes that need to take place.

**Mrs J. Smith (Geography Coordinator)**