

Brinsworth Howarth Primary School



Geography Policy

November 2022

Geography Curriculum Statement

Geography Intent

At Brinsworth Howarth Primary School, we are **GEOGRAPHERS!** We want our children to love geography! We want them to have no limits to what their ambitions are and grow up wanting to be cartographers, town planners, conservationists or weather forecasters. Our aim is that, through the teaching of Geography at Brinsworth Howarth, we provide a purposeful platform for exploring, appreciating and understanding the world in which we live and how it has evolved. We want to ensure that through Geography, pupils are able to explore the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils in our school will learn the skills of understanding locational knowledge; how and where people fit into its overall structure. We also intend for children to become passionate and knowledgeable about our local community and beyond, by learning through experiences in practical and fieldwork activities.

Geography Implementation

- Our Geography curriculum is designed so that children start with 'themselves' and their school or local area before working out to areas or regions of the United Kingdom and the rest of the world. We have developed a progression of skills with each year group, which enables pupils to build on and develop their knowledge and skills each year. Cross-curricular links are planned for, with other subjects such as Maths, Writing and Computing being incorporated within geography lessons and the curriculum.
- Location knowledge, fieldwork and map work are woven throughout the Geography topics. Effective use of educational visits, local fieldwork and visitors are planned, to enrich and enhance the pupil's learning experiences within the Geography curriculum. In-depth fieldwork opportunities are greatly amplified throughout where children go out into the field to conduct observations, surveys, investigations and field sketches. The use of maps and compasses enhances this experience.
- At the start of each unit children will review previous learning and will have the opportunity to share what they already know about a current topic. In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous units as well as previous lessons.
- In geography lessons, children are given clear success criteria in order to achieve the Learning Intention with different elements of independence. Effective modelling by teachers ensures that children are able to achieve their learning intention, with misconceptions addressed within it. Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the Geography curriculum.

- Teachers use highly effective Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed. Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson.

EYFS

The Early Years Foundation Stage Curriculum supports children's understanding of geography, people and communities through the planning and teaching of 'Understanding the World'. Geography is effectively taught through their wider curriculum lessons and through their enhanced learning provision and environment. Children learn about features of their own environment such as school, home, community and their city through first-hand experiences and learn how environments may differ through the sharing of books, stories, poems, small world play, role play and visits. Children enjoy the valuable experiences gained from our regular trips to places within their local community such as the library, park and local shops. Children are given time to discuss, comment and ask questions about what they observe about the world around them and are encouraged to be active learners and explore their interests further.

Geography Impact

The impact of this geography curriculum design, will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Brinsworth Howarth reaching at least age-related expectations for Geography. Our Geography curriculum will also lead pupils to be enthusiastic Geography learners, evidenced in a range of ways, including pupil voice and their work. Upon leaving Brinsworth Primary School to embark on their journey to Key Stage 3 learning, children will be equipped with the skills, knowledge and understanding to confidently continue their geography learning journey.

The contribution of geography to teaching in other curriculum areas

Geography is used to enhance teaching and learning across all curriculum areas, challenging the most able while supporting those with learning difficulties. Opportunities for embedding geography to support learning and teaching across the curriculum are identified in the school's planning format.

English

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We provide a range of books with links to our geography topics for pupils to read. Children develop oracy skills

through dialogic discussion, debate and speech making. They develop their writing ability by presenting their learning in a range of written tasks.

Mathematics

Geography contributes to the teaching of mathematics in a number of ways. There are many opportunities for children to apply mathematical knowledge and skills through the geography curriculum. For example, collecting geographical data by using different scales; learning to estimate and predict, as well as collecting, recording and analysing data.

Personal, social and health education (PSHE) and citizenships

Geography makes a significant contribution to the teaching of personal, social and health education through the teaching of different cultures, the widening of horizons, as well as the children benefitting from opportunities to enjoy nature and being outside. Geography at Brinsworth Howarth promotes the concept of positive citizenship in our dedication to sustainability.

Computing

Computing provides a meaningful context to practise and apply geographical skills. Websites, such as Google Earth or Digimaps, allow children to experience online mapping. This can help them better understand a locality they are investigating or reflect on what they have learned after an off-site visit.

Science

Geography has many close links with science. Both seek to discover, explore and understand the world around us. The "Working Scientifically" strand links closely with enquiry-based learning in the geography curriculum. The teaching of sustainability at Brinsworth Howarth encourages children to make meaningful links between scientific and geographical thinking and skills.

PE and Outdoor learning

Outdoor learning is a wonderful opportunity for children to engage with the natural environment, whether that be through unstructured exploration or specific tasks designed by the class teacher.

History

In certain year groups, cross curricular links can be made between the historical and geographical topics that are taught. For example, in Year 4 they study volcanoes which lends itself to their Ancient Rome topic where they look at the disaster of Pompeii and Mount Vesuvius. Year 5 have a unit of work called 'Anglo Saxons and Vikings' which ties

in perfectly with the study of biomes in *Geography*. Year 3 visit to Castleton in Derbyshire will teach children how to identify different types of settlements, undertake fieldwork and identify the main human and physical features.

Art

There are some geography related links with some of the artists that are studied at Brinsworth Howarth. Andy Goldsworthy is a very famous artist who uses nature and the outdoors to create his art. Children will be given opportunities to replicate his style of art on the school grounds. Year 2 coastal study will study the artist Van Gogh concentrating on the sea scape picture which he painted.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader has specifically allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. They also monitor planning and ensure that the intent for geography is being effectively implemented. A named member of the school's governing body is briefed to oversee the teaching of geography. This governor meets with the subject leader to review progress termly and writes a written report for the Governing board. Where children are to participate in activities outside the classroom, for example, a visit to an outside site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.