

# INGLEBY MILL PRIMARY SCHOOL



## Geography Policy

November 2023

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Due to be reviewed November 2024



Imagine  
Make a Difference  
Persevere  
Succeed

At Ingleby Mill we aim to ensure that our whole community provides children with the opportunity for growth and development through the acquisition of skills, attitudes and knowledge in a safe, encouraging and sometimes challenging environment.

### Geography at Ingleby Mill Primary School

#### Introduction:

We are committed to providing all children with learning opportunities to engage in geography. We also aim to ensure our local area and trips further afield support the opportunity of exploring, appreciating and understanding the world in which we live and how it has evolved.

This document is a statement of the aims, principles, processes and strategies for the teaching and learning of geography at Ingleby Mill. The policy has been devised by the present geography curriculum co-ordinator after discussion with the staff and governors in school and is in line with the requirements/specifications of the 2014 National Curriculum for Geography.

#### Aims and objectives:

##### Intent – What do we want our children to learn?

The teaching of geography at Ingleby Mill is designed carefully to build on previous knowledge that is revisited time and time again, helping to retain that information which can then be applied into and contrasted with different contexts. A mixture of substantive knowledge and disciplinary skill is learnt to encourage children to become geographers who can place their learning into context to see how our world has changed in the past and how we can shape it in the future.

Learning is built on in the long-term by revisiting previous units of study so as to make meaningful connections and to place both old and new learning into context. By taking this approach, children will learn to appreciate the complexities of our world in the past, the present and the future, noting the relationship between human and physical geography and the challenges that have been and continue to face humanity and the planet.

To ensure that a broad, balanced and rich curriculum is provided, core-knowledge has been identified for KS1 and KS2 that gives children the substantive knowledge that they need to make connections across different aspects of geography and the people and places that make up our world. Important themes are repeated throughout the curriculum including people, places, environment, space and sustainability. These are then furthered through

disciplinary skills when conducting fieldwork, using maps, GIS, compasses and exploring human and physical processes.

By doing this, the children can secure an abundance of generative, hinterland and fingertip knowledge which continuously taught and revisited, enabling the application of disciplinary skills and concepts to deepen their understanding through the use of geographical enquiries.

To truly understand the children's place within the world and the complexities that make up our world, our curriculum is designed to include as many local aspects as possible, whether these be local studies or comparing somewhere distant with the local area. This helps the children to see how similar or different their own experiences may be with others around the world.

The school's overall aim is for our children to leave with a desire to learn more about the world and foster a lifelong passion for geography that helps them understand their place within it and what they can do to make the world a better place in the future.

#### Implementation – How will we do this?

Geography is implemented through the use of discrete geography lessons. By tackling geography discretely, the children are confident in understanding what constitutes a geography lesson and remaining focus on geographical enquiry and concepts.

The relationship between human and physical geography plays a central role throughout our curriculum, highlighting how human interaction can impact on our environment. This forms strong ties with our historical studies which are often linked to show how people adapted, overcame or developed the physical resources around them.

Units of geography are delivered throughout the year in blocks, usually alternating with history and providing some sort of link across the humanities. During a geography 'block', lessons are taught once a week with a focus on revisiting prior learning as well as contextualising new learning.

A variety of different resources are used to implement the vision of geography across school. These include interactive 3D models, augmented reality resources, PowerPoints, flipcharts, websites, videos, music and books amongst other resources.

Children are supported by teachers and teaching assistants to engage with their studies of geography in a number of ways. Resources, tasks and activities are created with the children in mind, giving them the opportunities to engage with geography and to explore the world as budding geographers. Resources are shared directly with the children to generate the substantive knowledge necessary to then dig deeper using disciplinary skills such as fieldwork, using maps and exploring human and physical relationships. Tasks and activities

are devised so as to revisit prior knowledge whilst drawing connections between the old and new learning, honing their skills as geographers by engaging with the disciplinary concepts outlined above.

Every lesson is mapped out with a specific disciplinary skill or concept which is then shared with the children through the enquiry framework at the beginning of each lesson. This helps the children to understand where each lesson fits into the overall framework whilst also explicitly showing which disciplinary skill is being taught that lesson. The enquiry framework is then revisited at the end of the lesson to assess how the learning has helped to make an informed response to the overarching enquiry question or statement

To aid children in retaining the core knowledge that is needed to respond to the enquiry frameworks, crib sheets are created throughout various units to record specific information that can be accessed quickly, organising that core knowledge succinctly and by theme. A vocabulary list is also provided to help engage the children with various different terms and terminology which helps to create more articulate geographers.

#### Impact – What impact will it have?

To gauge the impact of the geography curriculum in our school, end of unit assessments are carried out in response to the enquiry frameworks. These questions and statements have been specifically designed to encourage children to relay their substantive knowledge whilst also engaging with the disciplinary skills that they have encountered and developed, asking them to create arguments based around impact, sustainability and similarity and difference.

Assessments for geography are not conducted as 'tests' where children are given a set amount of time, working in silence to regurgitate everything they know about the current study. These assessments are discussed as a class and children are allowed to reference their work, any crib sheets that have been used and each other, just as geographers themselves do. By doing this, the children can see how geographers actually work and this helps encourage those children who struggle to retain information over the long term. The assessment activities are recorded in a number of different ways such as written essay-style responses, debates, double-page spreads, video recordings and oral responses.

Teachers can then use these assessments to clearly identify which substantive knowledge has been secured and which has not, as well as which disciplinary skills are secure. This information can then be used to support further studies across school.

When carried out successfully, our curriculum will enable children to begin tackling an even broader range of studies through the lens of geography as a discipline and not just a series of disconnected people, places, environments and facts. Children will be able to contextualise new information such as the core concepts laid out in the National Curriculum such as fieldwork, locational knowledge, place knowledge and human and physical

geography so that we can create geographers who have a strong grasp of the people, places and incredible features within our world.

### Early Years

Geography is taught in nursery and reception as an integral part of the topic work covered throughout the year. The children access this in taught lessons and in their continuous provision. Geography comes under the wider title of Understanding the World, specifically under the ELG: People, Culture and Communities and ELG: Natural World. Within these, children will explore their immediate environments using a range of observations, stories and texts, identify similarities and differences between people of different cultural communities and compare life in this country compared to other countries. They will also explore the natural world around them, compare and contrast different environments and identify important processes and changes such as the seasons and changing states of matter.

Learning about important geographical skills and knowledge at this young age will help them absorb more information as they move onto their formal geographical learning in KS1 which builds upon the wider immediate area and beyond.

### Key Stage 1

In Key Stage 1, geography is about building on their knowledge of the immediate environment with more knowledge about the world and beginning to develop concrete awareness of the relationship between human and physical geography in different places.

Children will:

- Investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there all whilst learning and using geographical vocabulary
- Carry out geographical enquiry inside and outside the classroom using enquiry questions and frameworks to help them see where their learning fits into the overarching enquiry
- Ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs including first-hand observation to enhance their local awareness
- Identify the countries, capital cities and surrounding seas of the UK
- Use simple directional language when using compass points and describing the location of features and routes on a map
- Use a variety of different maps, atlases and photographs to describe basic landmarks as well as human and physical features
- Devise simple maps and symbols with a key
- Conduct simple fieldwork to study the grounds of the school and the surrounding area

## Key Stage 2

In KS2, children will develop their place and locational knowledge into the wider world where they can apply the disciplinary skills they have learnt in KS1 into different contexts. They also start to think more about the physical and human relationship and how that has evolved over time. They begin to make informed responses to significant geographical questions or statements. Children develop competency and confidence when using atlases, maps and GIS to explore more of the world and the geographical features within it.

Children will:

- investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world.
- find out how people affect the environment and how they are affected by it.
- carry out geographical enquiry inside and outside the classroom using the enquiry questions and frameworks as a guide. In doing this, they ask and respond to geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT.
- develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views.
- acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases.
- use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. as well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education.

## Fieldwork

Fieldwork is integral to teaching geography. There are as many opportunities included as is practical to involve children in geographical research and enquiry. Each year group has been given activities and lessons linked to fieldwork and engages in at least one geography-based trip across KS1, LKS2 and UKS2 where opportunities for fieldwork beyond the local environment can take place. All of the children will carry out investigations into the local environment, and are given opportunities to observe and record information around the school site.

## Planning, teaching & assessing

The planning has been carried out by the Humanities lead and the Humanities team, overseen by the Humanities lead. Direction has been given to the team by the Humanities lead about topic structure, the rationales for the placement of each topic, topic content and aims, lesson structure and lesson content. This has been mapped out in accordance to the National Curriculum, using statements from Target Tracker to help aide some content and a progression of skills and concepts produced alongside an external geography specialist.

Lessons take place in either half-termly slots or in blocks, whichever works best for the unit, but there are 3 geographical units per year group from Y1 to Y6. Planning is stored centrally on the school system under 'Staff Shared' and is available to view in each year group's

individual folder. Marking for geography is done in line with the school's marking policy. Assessment of these units comes from a response to the enquiry question or statement at the end of the unit and is conducted by the class teacher to assess pupils' strengths, misconceptions and gaps in knowledge. This data is recorded on Target Tracker as a means of tracking progress and is carried out at the end of each term or at the end of a block, whichever individual teachers feel is most suitable.

#### SEND and Inclusion

All children are catered for in all Geography lessons through scaffolding and quality first teaching. Children identified with special educational needs will be included and play an active role through each lesson, with well-matched resources and work. The ambitious nature of our geography curriculum is to be delivered to all children, with support given to those who may need it to access the same content as their peers. If staff require additional support to meet the needs of any child, they should consult the SENDCo Kay Coverdale.

#### More Able Pupils

Children with higher than average ability in Geography, are identified by class teachers. Opportunities are then provided to extend their skills by challenging them and developing higher level thinking. Extension tasks are included in each lesson's planning, often linking back to previous learning or applying their current learning into a new context.

#### Health and Safety

Health and Safety must always remain an important consideration. Geography provides ideal opportunities for educational visits, links with DT, cooking etc. When taking children out of school the normal school policies and procedures should be adhered to. (See Health and Safety Policy Educational visits). Safety and hygiene issues should be addressed in planning and in the general management of the classroom.

#### British Values

Pupils learn about British values through geography lessons by exploring how places have changed. This helps pupils understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds. Geography also helps pupils to understand society better, for example learning about less economically developing countries and more developed countries.

#### Review

This policy will next be reviewed November 2024 or earlier if needed.