



**Newburgh**  
Primary School

# Geography Policy

## Geography Policy

### Intent:

At Newburgh Primary school, we believe that a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We 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.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The National Curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Implementation:

Here at Newburgh Primary School pupils follow our geography curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, research and analyse. Pupils will have a coherent understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children will know more, remember more and understand more.

The key concepts that underpin the teaching of geography are:

#### Environment

The surroundings of a place in which a person, animal or plant lives and interacts.

**Location**

The precise site, position, or situation of a place.

**Scale**

The size or extent of the area of the place e.g. local, regional, national, international, or global.

**Distribution**

The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface.

**Processes**

The natural or human events and actions occurring in a place that maintain equilibrium or cause change.

**Change**

The alteration or modification of places over time as a result of natural and/or human processes.

**Interaction**

How the physical and human elements of a place affect or impact each other and other places. Interaction occurs both within and between the physical and human features of a place and other places.

**Interdependence**

The degree to which what happens in one place impacts positively or negatively on what happens in another.

**Sustainability**

The extent to which a place can balance meeting the needs of its people with ensuring an ecological equilibrium is maintained and biodiversity (the variety of living things) enhanced.

**Diversity**

The variety and distinctiveness of the physical and cultural composition of the society of a place.

**Geography curriculum planning:**

Geography is a foundation subject in the National Curriculum. We use the National Curriculum as the basis for our curriculum planning in geography, but we have adapted this to our local

context, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area. Our long-term geography plan ensures that the substantive knowledge of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

We have a long term plan that divides the progression of geography skills or disciplinary knowledge into four areas of learning; location knowledge, place knowledge, human and physical geography and geographical skills and field work. We have planned progression into the development of geography skills so the children are increasingly challenged as they move through the school. Our LT plans are held centrally on the curriculum One Drive.

Each year group uses the long-term geography plans to inform their medium-term topic plans, which gives more detail of how these objectives will fit together to create a coherent curriculum. We share these plans with our community through the school website.

The class teacher is responsible for the content of each geography lesson. The specific learning objectives and expected outcomes for each lesson are clearly identified and shared with the children.

### **The Early Years Foundation Stage:**

At Newburgh Primary School we develop the children's understanding of the world so that they can make sense of their physical world and their community. We ensure they frequently have personal experiences – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, they listen to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **ELG: Past and Present**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **Geography and inclusion:**

At our school, we teach geography to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children.

Through our geography teaching, we provide learning opportunities that enable all pupils to make good progress. Teachers have high expectations for all pupils and use appropriate assessment to set ambitious targets and plan challenging work for all groups, including: More able pupils; pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND, and pupils with English as an additional language.

We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, e.g. a fieldwork and observational skills at a castle, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

#### **Resources:**

There are sufficient resources for all geography teaching in the school. We keep these resources in a central store, and Year Group teachers also keep resources in their rooms where appropriate. The library contains a good supply of topic books to support children's individual research.

### **Impact**

#### **Assessment for learning:**

Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, colour in locations on a map, whilst older pupils may produce a PowerPoint presentation based on their investigation. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

At the end of a whole unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum. We use these grades as a basis for assessing the progress of the child, and we give a summative assessment grade in the Yearly report to parents and we pass this information on to the next teacher at the end of the year.

We recognise that in all classes, children have a wide range of ability in geography, and we seek to 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 tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

**Monitoring and review:**

The coordination and planning of the geography curriculum are the responsibility of the subject co-ordinator, who also:

- supports colleagues in their teaching, by keeping informed about current developments in geography and by providing a strategic lead and direction for this subject;
- evaluates the strengths and weaknesses in geography and indicates areas for further improvement;
- uses specially allocated time to review evidence of the children's work, and to observe geography lessons across the school.