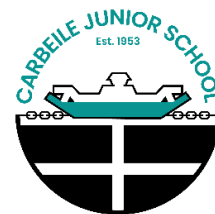


# CARBEILE JUNIOR SCHOOL

## GEOGRAPHY POLICY



ST – February 2024

### **Introduction**

This policy outlines the teaching, organisation and management of the Geography taught and learnt at Carbeile Junior School. At Carbeile Junior School we strive to provide children with a high-quality geography education which inspires a curiosity and fascination about the world and its people that will remain with pupils for the rest of their lives. Teaching equips 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 provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **INTENT**

#### **Aims**

At Carbeile Junior School, we aim to instil a love for Geography in our children and develop their knowledge of the world, as well as their place within it, and encourage them to undertake new experiences throughout their life. We aim to provide children with the opportunities to investigate and build geographical expertise from their local area to the wider world. This includes locational knowledge, understanding of human and physical features and geographical and fieldwork techniques.

We teach Geography to:

- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics.
- 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.
- Become 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.
- Be able to interpret a range of geographical sources, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Have confidence in the skills needed to communicate geographical information in a variety of ways, including through maps and writing at length.

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*kindness* **PRIDE** *honesty* **RESPECT** *ASPIRATION* *endeavour*

# IMPLEMENTATION

## Methods

We utilise a range of strategies to stimulate pupils' interest and enhance their learning these include:

- Long term plans – Carbeile Junior School have opted to use the Inspire Curriculum to ensure that Geographic knowledge develops throughout KS2. Each year group has been assigned topics to fit in with Geography objectives in the new National Curriculum.
- Medium term plans – Teachers plans based on Inspire Curriculum.
- Geography lessons are planned coherently to build children's understanding progressively from their local area and slowly into the wider world.
- All lessons are planned using skills progressions so that knowledge is taught horizontally across the year group; skills are progressed vertically across the key stage, resulting in diagonal learning.
- Lessons develop the children's use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- All Geography lessons follow the KS2 National Curriculum and are linked to the topic begin taught, allowing the children to build curiosity, ask questions and investigate answers in a variety of ways.
- Opportunities are provided for children to develop their skills and fieldwork using maps and atlases (both physical and digital).
- Fieldwork allows children to apply their geographical skills in a real-life setting and explore their local area and the features within it.
- Where possible, Geography lessons make links to other subjects such as History, Science and Maths.
- Use of the school's world map allows children to visually see the location of their areas of learning and make links to the areas of learning in other year groups.
- 'Reactive Geography' informs children of worldwide events that are being reported in the news (e.g. natural disasters) and further builds their understanding of physical geography and place knowledge.
- We Use our 'total recall' time at the start of topic and Geography lessons to develop the children's long-term memory on specific Geography KIRFs (Key Instant Recall Facts).

## Fieldwork

It is encouraged that teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork. There should be at least one unit per year that has a fieldwork focus.

## SEN

At Carbeile, children of all abilities have access to the Geography curriculum. We recognise the need to cater for children with special educational needs. Work is differentiated to assist children's learning in terms of:

- Learning outcomes
- Tasks (Bronze, Silver, Gold, Challenge)

- Teaching methods and support
- Scaffolding with additional resources

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught. Word banks and visual cues can be provided, using symbols and words (using Widgit online). Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.

### Resources

- Maps, atlases and globes.
- Photographs.
- ICT based materials, internet access through whiteboards in classrooms, computers, Ipads, video/DVD extracts.

The subject co-ordinator annually discusses with teachers any resources that are required and orders these as appropriate.

### Time Allocation

At Carbeile, Geography is allocated 2 hours per week of curriculum time in the terms when it is taught. Due to the curriculum plans at Carbeile Junior School, Geography is not taught on every topic. Over the academic year, each year group has 3 Geography based topics (equivalent to 3 half terms). Where and when cross-curricular links are made time spent in study is also more flexible.

### Links with other Curriculum Areas

Wherever possible, Geography is linked with other subjects to enhance, develop and reinforce pupils' learning experiences:

- **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. Also, children learn about time zones, calculating the time difference between countries and use longitude and latitude to plot co-ordinates of different countries.
- **History** – In certain year groups, cross curricular links can be made between the historical and geographical topics that are taught. For example, in Year 6 they study the Egyptians and look at the location of Egypt as well as the importance of the River Nile. Year 3 have a unit of work on settlements which ties in well with their Stone Age and Roman topics in History.
- **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

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with enquiry-based learning in the geography curriculum. The teaching of sustainability encourages children to make meaningful links between scientific and geographical thinking and skills.

- **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.

### **Management/Co-ordinator**

- To support colleagues by providing access to appropriate CPD courses.
- Monitor planning.
- Secure high standards of teaching and learning through work scrutiny, lesson observation and pupil conferencing.
- Reviewing resource provision.
- Have regular discussions with the Headteacher regarding the progress being made in the subject.
- To share information of changes made in the provision of Geography.

### **Health & Safety**

Any activities/visits are planned with due regards for health & safety considerations and all necessary risk assessments are completed.

## **IMPACT**

### **Assessment**

Summative and formative assessment of geography skills, knowledge and understanding is undertaken throughout the year. This includes initial assessments, investigative work, teacher assessments and tests. Pupil attainment and progress is reported to parents in the annual report as well as parent's evenings.

### **Development**

There will be a development plan for Geography in line with the school's self-evaluation process when necessary.

### **Related Documents**

All Curriculum Areas

Teaching & Learning

SEND

Single Equality Scheme

Homework

Marking & Presentation

Assessment, Record Keeping & Reporting

Health & Safety

### **Policy Review**

A revised copy of the Geography Policy has been produced. Unless further revision is required, each document will be reviewed every three years by the subject Co-ordinator and

Headteacher. Once approved, the policy will be available to all staff and parents and stored as an electronic copy by the Clerk and Senior Administration Officer.

Next Review: Autumn 2026

Head Teacher: Mr P Hamlyn

Geography Coordinator: Miss S Tullett

Date: February 2024