



# **INCLUSIVE LEARNING FEDERATION**

## **Bradwell Village School**

### **Geography Policy**

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## **Geography Policy**

### **Introduction**

Geography is an important part of the curriculum at Bradwell Village School. It enables the children to explore the world we live in, appreciate it, and understand how it is evolving. Children will learn about their own locality as well as the wider world and find out how human behaviour affects the world and how we can alter our behaviour for the good of our environment. Through Geography, children will increase their knowledge of human and physical geography, improve their geographical skills, and increase their interest in the subject so that they can become responsible citizens. The lessons will involve class-based activities as well as opportunities for outdoor learning.

### **Intent**

We aim for Geography to engage and challenge pupils, equipping them with the knowledge and skills to investigate a range of sources, ask questions about these and be able to explore their local environment. We believe they should also be given the opportunity to research places further afield and use these skills in other areas of the curriculum.

Our Geography teaching aims to acknowledge that human behaviour has an effect on the planet through clear links between the physical and human environment. Children will learn their responsibilities for their surroundings through lessons as well as extra groups such as the school ECO group.

We aim for all children by the end of year 6 to:

- have a good knowledge of all the continents and where some of the major countries and cities are located;
- have an in-depth knowledge of the UK, its counties, and major cities;
- have an understanding, and interest, in their local area;
- understand the key elements of physical geography including climate, mountains, rivers, and the water cycle;
- understand the key elements of human geography including settlements, trade and how resources are transported around the world;
- understand the lines of longitude and latitude including time zones, GMT, and its significance.

Our aim is to enable the children to have a knowledge and understanding of:

- maps, atlases, and globes as well as technological resources;
- using co-ordinate grids to read maps;
- the symbols and keys on maps and in atlases;
- fieldwork skills such as being able to measure and observe human and physical features within an area;
- how to present findings of a field study accurately;
- critically thinking about their impact on their environment locally and in the wider world and discuss solutions for these issues.

## **Implementation**

Learning Geography through a topic-based curriculum means that children can make links between geography and the other foundation subjects. It also means that through geography, children can improve in the core skills needed such as reading, writing and mathematics.

Pupils will be exposed to geographical terminology through their lessons and will explore, discuss, and use these words in context. This knowledge will be built on as they progress through the school.

In Bradwell Village school, the children in year 3 study the rainforests. They look at cash crops, biomes, and the lives of the rainforest people. They also carry out a local traffic study, making cross-curricular links with mathematics by creating a tally chart. In year 4, they study the layers of the earth and volcanoes.

There is also the opportunity for the children to visit a local site which is home to some Roman ruins. This helps children to make vital links between their local area and the topic they are studying.

In year 5, children carry out an in-depth study of the water cycle which includes a local study on rainfall. They also learn how to record this study effectively as well as to draw conclusions about our climate. They use their knowledge and skills to present the weather forecast for their local region. The local water company contribute to the delivery of this work.

In year 6, children focus on identifying the continents as well as major countries and cities within these. They carry out a more detailed study of a country of their choice and look at the culture within that country. In the summer term, they carry out an investigation to compare two localities – one in Africa and one closer to home. They explore settlements and the resources needed in order to make a settlement successful.

Work is adapted and planned to suit all different learning styles. This means children of all abilities can access the learning and to achieve the objectives.

In each year group, children are taught about physical and human geography as well as how to obtain and utilise their geographical skills. Knowledge organisers are used as a quick-reference guide so that children can access help with key vocabulary or key areas of the topic that they need to revise.

There is a whole school approach to planning and assessment, based on the National Curriculum and organised using a creative curriculum.

Our Geography planning promotes communication in the use of specific and precise language involving geographical terminology, phrases, and critical thinking. Pupils will be exposed to geographical terminology through their lessons and will explore, discuss, and use these words in context. This knowledge will be built on as they progress through the school. It allows children to develop ways of finding out for themselves through research and gives them practice in thinking critically about the world and the problems that the planet is facing.

The children work individually, in pairs, as part of a small group or as a whole class. A variety of means for communicating and recording work are used. Discussion and debate are a central theme in lessons. Children use their literacy skills alongside their geography skills as a method for recording their learning.

In class support is available to support children with their reading if this is necessary for them. All children access Geography at their own level and are stretched and challenged appropriately. Some children will need more support than others. Lessons are adapted to meet children's needs and staff are free to respond to individual needs as required including going 'off plan'. Opportunities are built into lessons to allow the children room to discover – intervening when appropriate with questions to scaffold and support. Stretch and challenge activities are provided for our high prior attaining pupils along with enrichment opportunities which are occasionally run in collaboration with one of our feeder schools.

### **Special Educational Needs Disability (SEND) / Pupil Premium / EAL/ Higher Attainers**

All children will have Quality First Teaching and an adapted Curriculum. A variety of teaching methods and resources are used to cater for individual learning styles and needs, and to maximise participation/ engagement in lessons, e.g., games, oral presentations, cloze procedures, role-play, dictation, dictionary work, videos, etc. Our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Any children with identified SEND or in receipt of Pupil Premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs.

### **Adaptive Teaching**

To enable all children to access learning in Geography, all lessons are adapted. The following strategies are used to adapt writing:

- books and texts are closely matched to the individual pupil's level of ability;
- pace within and across lessons which ensures individual pupils move on at a pace to suit their level of understanding and learning needs;
- resources are used to support and deepen understanding and which are used in different ways depending on the needs of the individual pupil e.g., a variety of models and textual resources;
- self-selection activities which encourage the pupils to reflect on their learning needs and push themselves to meet new challenges;
- common tasks which are open ended activities/investigations where adapted learning is by outcome and linked to the support needed;
- additional teacher support to assist different abilities ensuring the pupils are suitably challenged in order to make progress.

### **Resources**

Atlases, globes, and maps are used in lessons so that children can gain an understanding of their local environment, their country, and the world as a whole. They use their knowledge of

coordinates and symbols to find different places on the map and also when identifying mountain ranges and rivers during their topic lessons. I-pads are also used to research different countries and cities and children have access to the library for specialist books.

### **Remote learning**

Children have access to learning resources delivered through Padlet or Google classrooms and they are able to respond to the tasks set either through the above platforms or by emailing their work to their class teacher.

### **Developing staff's knowledge and understanding of geography**

To enable the staff to deliver an effective curriculum for Geography, subject leaders provide the planning for each class following discussions with the class teachers. During the weekly teachers' meetings there are opportunities for subject leaders to lead sessions to develop class teachers' understanding of the geographical topics planned for the term.

### **Health and safety**

Every Geography lesson is carried out in line with the school's health and safety policy and in line with the government's recommendations. If lessons involve leaving the school premises, the member of staff in charge will carry out the risk assessment which will be signed off by the governors.

To ensure Geography is delivered in line with the school's health and safety policy, everyone has a duty of care and must follow the health & safety guidelines.

- Risk assessments are carried out and are on-going prior to and during lessons.
- The equipment, apparatus and environment/s are safe prior to and during the lessons.
- All equipment is stored safely.
- Children are given health and safety advice during lessons as necessary.

### **Assessment and Impact**

Formative and summative methods of assessment are used in Geography and children are given next steps to complete after each lesson. These are adapted to suit all abilities.

Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. These targets are shared and verified by the teachers as necessary. They will also record what they have learned from their starting points at the end of every topic.

Summative assessments use the outcomes of work which are regularly monitored to ensure the individual child has a sound understanding of the key identified knowledge. Class teachers assess children's knowledge and understanding of geography prior to recording them on Insight. This data is then analysed and used to plan further actions to improve the provision of geography for all children.

### **Monitoring**

This policy is monitored through:

- lesson observations;
- learning walks;
- work scrutiny;
- discussions with staff;
- the monitoring of planning;
- progress data.