

UPLANDS JUNIOR SCHOOL

GEOGRAPHY POLICY

2023

Intent

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children investigate a range of places - both in Britain and abroad that include South America, Italy, Volcanoes, Earthquakes, the Water Cycle, Rivers and Mountains- to help develop their knowledge and understanding of the Earth's physical and human processes.

We are committed to providing children with opportunities to investigate and make enquiries about their local area of Wolverhampton so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. We also developing the children's ability to apply geographical skills to enable to confidently communicate their findings and geographical understanding to a range of audiences.

Through high quality teaching, we develop the following essential characteristics of geographers:

- *An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- *An extensive base of geographical knowledge and vocabulary;
- * Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- * The ability to reach clear conclusions and explain their findings;
- * Fieldwork skills as well as other geographical aptitudes and techniques;
- *The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
- *A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

Our school policies reflect commitment to an inclusive, creative and exciting curriculum, based around high quality teaching and learning. As part of our goal to become a 'Rights-respecting School and further embed the 'Respect for All' ethos in school we acknowledge the following articles for Geography:

Article 12 - Children have the right to give their opinion on these topics and have the right for adults to listen to them and take them seriously. E.g. express opinions about events (Climate change)

Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools

must respect children's dignity and their rights. Richer countries must help poorer countries achieve this. E.g. children of the Amazon

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. E.g. deforestation and Earth Day

Article 30 - Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live. E.g. cultural differences between countries (Italy)

Geography provides children with a sense of the world around them. It gives children a context to refer to, not only in terms of their close surroundings but also on a more global scale. Children are able, through Geography, to develop knowledge of different places and environments and make comparisons with their own surroundings. Geographical study develops a greater understanding of other cultures and societies, which fosters empathy and prompts thoughts on responsibilities to other people and the environment.

Essential skills are developed through Geography. Geography at Uplands focuses on locational knowledge, place knowledge, human and physical geography and geography skills and fieldwork. Children have the opportunity to partake in a fieldwork study in each year group and use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. They gain practical skills for later life, such as map reading, drawing plans and collecting and recording data.

Environmental issues are increasingly relevant to our world and this is reflected in the study of Geography. There is a role for Geography to play in understanding environmental issues and exploring ideas for managing a sustainable environment.

Geography stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.

Geography encourages children to learn through experience particularly through fieldwork and practical activities.

Implementation

Our Geography curriculum aims to:

- Give children an understanding of the world we live in by studying a variety of places and environments
- Provide children with appropriate geographical vocabulary

- Develop practical geographical skills through opportunities to carry out fieldwork, use atlases, globes and maps, draw plans and maps and use ICT.
- Help children recognise patterns and processes by looking at physical and human features and how they can change.
- Foster a greater understanding of environmental issues through studying environmental damage and ways of improving the environment.
- Give a broad experience of Geography through exploring contrasting localities and through the themes of water, settlement and environmental issues.

At Uplands Junior School, pupils start to extend their knowledge and understanding from beyond the local area to include the United Kingdom, Europe and South America. Children also learn about water, volcanoes, earthquakes and mountains.

Children will develop their locational skills and will use maps to locate cities and countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Key Stage 2 is based on the updated 2014 Geography Curriculum and will focus on Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork.

Key Stage 2 focus areas will be taught in the following teaching units:

- The local area
 - A region of the United Kingdom
 - A region of a European country
 - A region within South America
 - The geography of the world

Children look at the theme of 'Earth Day' and 'World Ocean Day' through the form of assembly or a short task.

'Earth Day' which happens on 22nd April every year. There are two aims of Earth Day. The first is to promote understanding of important environmental issues so that more people are aware of the critical actions we need to take to protect our environment. The second is to commit yourself to service on or around Earth Day — plant some trees, clean up a stream or help your local community garden.

Children study 'World Ocean Day' which takes place on the 8th June every year.

The main aim of the day is to remind people of the important role the ocean plays in our lives. Life began in the ocean. And the ocean is home to the majority of plants and animals on Earth, from single-cell organisms to the blue whale.

In lessons a variety of approaches will be used to ensure continuity and progression including prior learning revision. Each year, children revisit prior geographical knowledge and skills taught in the previous year group geography topic (Year 3 focus on KS1 learning). Retrieval practice consists of strategies that require students to retrieve material previously learned from their long-term memory. It is believed to be

effective in helping pupils consolidate material they have learned and to be more effective than simply re-reading material.

Lessons will include a blend of whole class teaching, group work and individual work. Learning activities may consist of:

- Groups, usually of mixed ability or differentiated tasks
- Relevant discussion at class, group and paired level

Geography links in with other areas of the curriculum, notably:

1. Literacy - Reading and writing play an integral part in geographical study. Geography gives opportunities for different types of writing such as reports, descriptions, postcard/letters etc. Speaking and listening can be incorporated into Geography through debate, drama and role-plays.
2. Numeracy - Some topics provide opportunities for collecting data, recording data, using tables and graphs and analysing data.
3. ICT - An important information resource in teaching Geography. In investigations children can make use of the internet and CD roms. Software such as spreadsheets, databases and word processing programmes can be used in collating and presenting findings from geographical study.
4. Science - Environmental work links Science and Geography together. Also scientific investigative skills can be developed through Geography work (collecting evidence, making observations and taking measurements).
5. History - Local History units may tie in such as how place names have come about and how surroundings have changed historically.

Geography resources are stored centrally. Resources specific to units are kept within year groups. Any resource needs should be communicated to the Geography Co-ordinator.

All children should have equal access to the geography curriculum. Work should be planned with high expectations and children should be given relevant learning opportunities. The educational needs of children should be met whilst delivering the geography curriculum.

Impact

Assessment will initially come from questioning in class and marking of Geography work books. Children are teacher assessed at the end of the academic school year according to key learning objectives and skills. Children will be given a grade of: working towards, working at or working beyond age related expectations. Assessments are recorded by the class teacher and monitored by the geography co-ordinator.

The geography co-ordinator will monitor planning and hold book trawls. Cross curricular Geography floor books are also monitored by the co-ordinator.

The work of the geography co-ordinator 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 works alongside the SLT to monitor standards of teaching and learning. The work of the geography 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.

Review date: 22/11/23

Next review: November 2025