

VAUGHAN PRIMARY SCHOOL

Geography Policy



Date of Policy: Spring 2023

Date of Review: Spring 2025

Next Review: To be reviewed bi annually

Review Date	Changes made
Spring 2023	Assessment

To be read with the following documents:

Teaching and Learning Policy

Assessment Policy

Marking Policy

Equalities Policy

SEND Policy

Health and Safety Policy

Educational Visits Policy

Introduction

At Vaughan Primary School, we are committed to providing all children with learning opportunities to engage in geography. This policy sets out a framework within which teaching and non-teaching staff work and deliver planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

Aims

The aims of teaching geography at Vaughan are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places

- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry
- To be able to apply map reading skills to globes and atlas maps and identify geographical features
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge

Curriculum

Geography is a foundation subject in the National Curriculum. Through geography, children at Vaughan learn a range of skills, concepts, attitudes and methods of working, at a level appropriate to their needs in line with our Equalities Policy and SEND Policy.

Early Years

Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum, which underpin the planning for children aged three to five. Geography makes a significant contribution to the Early Learning Goal objectives of

developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Key Stage 1

During Key Stage 1, pupils 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. They also begin to learn about the wider world. They carry out geographical enquiries inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils 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. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiries inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc.

Spiritual, Moral, Social and Cultural Development

As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education in line with our SMSC Vision statement.

Spiritual Development: Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future.

Moral Development: Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by

introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social Development: Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Exploring different localities provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural Development: By exploring different settlements, the children are able to gain knowledge of different cultures, learning tolerance and an understanding of diversity.

Geography Curriculum Planning

At Vaughan, geography is taught as part of humanities, alternating between History and Geography each half term. Our Curriculum is carefully planned to engage and excite all our learners. Our curriculum progression map supports full coverage of the geography curriculum across the school. Our Geography Curriculum Overview and medium-term plans, map out the themes covered each term for each year group. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Assessment and Recording

At Vaughan, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. A range of Assessment for Learning strategies are used in line with our Marking Policy. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made in line with our assessment policy.

1. Assessment Approaches

At Vaughan we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

4.1 In-school formative assessment

Assessment for Learning (AfL) provides opportunities to elicit real-time evidence of what students are learning and involves both teacher and learners in ongoing dialogue, reflection on learning and decision-making. This formative assessment process is central to classroom practice. Teachers gather evidence of where the learners stand in their learning. They use this

evidence to make the necessary instructional adjustments by providing constructive or quality feedback that moves learning forward. Teachers are expected to use this formative assessment to update our assessment tracker, Arbor, as they are teaching. Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

A range of day-to-day formative assessments will be used including, for example:

- Rich questioning
- Written and verbal feedback of children's work
- Observations
- Pupil self-assessments and peer assessments
- Peer marking
- Pupil conferences

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- Senior Leadership Team to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

Pupils at Vaughan are assessed periodically and progress and attainment data is recorded on the assessment system 'Arbor'. These assessments are carried out three times a year in December, March and July. Teacher Judgements on Arbor for Reading, Writing, Maths, Science and the Wider Curriculum will relate to the National Curriculum age related expectations and will state whether a child is working, Pre Key Stage, Below age related expectation; At the Expected Standard, or at Greater Depth. These assessments are used to monitor the performance of individuals, groups and cohorts; to identify where interventions may be required; and to work with teachers to ensure that children are supported to achieve at least sufficient progress and expected attainment.

A range of in-school summative assessments will be used including, for example,

- Short end of topic or unit tests or tasks
- Reviews of progress against individual targets for pupils with SEN
- Teacher judgements on Arbor relating to the National Curriculum age related expectations

Monitoring and Evaluation

To monitor and evaluate the Lead is responsible for:

- Supporting colleagues in teaching the subject content and developing the detail within each unit
- Managing the Geography budget and ordering resources needed to deliver the curriculum
- Monitoring pupils' books and planning across the school
- Developing assessment and record keeping to ensure progression and continuity
- Keeping abreast of developments in Geography and implementing continuing professional development opportunities for colleagues
- Discussing regularly with the headteacher and (if applicable) the Geography governor, the progress with implementing this policy in the school

Resources

All classrooms have interactive whiteboards to enable children to access online resources as a class. We work with our local library to ensure that we have books needed to support learning in specific geography topics. The school is subscribed to DigiMaps for schools allowing access to OS maps within the UK. We invite members of the community with specific skills or expertise in to work with children, for example, affinity water, parents or grandparents.

Health and Safety

Teachers are responsible for reading the school's Health and Safety Policy and Educational Visits Policy. All teachers must carry out a risk assessment prior to taking the children off site to conduct fieldwork.