

Clee Hill Geography Policy

January 2023

Review: January 2026

Intent

At Clee Hill Community Academy, we believe that it is important for all our children to consider themselves Geographers and to develop their curiosity of the world in which they live. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. We encourage the children to not only think about the answers to questions posed to them but to also think about their own questions about the world we live in and to develop the skills to find the answers to these questions. Geography lessons at Clee Hill include providing opportunities for children to share ideas with each other, working collaboratively and a range of mapwork skills.

Growth Mindset

We are a 'Growth Mindset' school, so we encourage all children to be active learners and to persevere with challenging tasks. This lends itself well with geography studies as children are encouraged to:

- Be curious/enjoy learning - Being motivated, curious and show self-belief.
- Have a go/co-operate - Taking opportunities to learn with and from others and showing flexibility in their learning.
- Don't give up/concentrate - perseveres with difficult tasks, adopting various learning styles.
- Keep improving - Reflecting on their work and look back over work and check for improvements.

To encourage collaborative working in geography, children often complete work in pairs or small groups. We use class 'big books' to present children's work.

Breadth and Balance of Geography

The skills and breadth of study for geography is based on the National Curriculum 2014 programmes of study. In the Foundation Stage, geography learning is developed within through the school's EYFS Curriculum and assessed at the end of the EYFS through a number of early learning goals including being an eager explorer. In Key Stage 1 and 2 it is taught in blocked units as a 2-year rolling programme. Cross curricular links are identified so that the children can enjoy making links, coming up with their own questions, drawing up on prior learning and applying prior knowledge to lessons and activities.

Cross-Curricular links and Reading

Our Geography Curriculum, although taught discretely has links across subjects to make sure that pupils have a cohesive approach to their learning. At Clee Hill, we find regular opportunities for children to read and research information, whether this is reading nonfiction books, using maps and atlases or researching on the Internet.



Every half term, children at Clee Hill Community Academy visit a different country as part of our 'Reading Miles' learning all about the geography of that country. Children look at the environment including physical and human geography and make comparisons with the UK on the culture, languages and population.



Supporting SEND children across the Geography curriculum

Pupils with special educational needs and/or disabilities are fully included in the provision for geography within school. The school SENDCo liaises with teaching and support staff on how best to support children with special educational needs. We teach using a mastery approach and ensure children have the same outcome in lessons but adapt the resources and environment to support them. Extra support might include:

- Pre-teaching of the topic specific vocabulary
- Displays/pictures to enhance learning for visual learners
- TA support to access information provided
- Children produce evidence of their learning in an accessible way - photos/PowerPoint/pictures/etc
- Quiet spaces to be able to focus and concentrate
- Given time to formulate answers
- Resources to prompt knowledge of prior learning - look through class books for reference
- Parents given curriculum information in advance to share at home

Fieldwork Our Locality:

Fieldwork is integral to a good geography curriculum to enable children to base learning in first hand experiences. At CHCA, we believe our children should have a good understanding of the village they live in and how this might compare to other areas across the UK and the World. We regularly use our surrounding environment to develop our planning with regular forest school lessons and local field visits. In order to focus on the local area, it is the aim of our school for children to regularly conduct fieldwork. This might include working within the school grounds or local community. The children will study how the village, population and landscape has changed over time. When teachers plan work, field work will be included where possible.

Geography Expectations

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom.

Teachers are responsible for the implementation of *Geography* effectively and to assist pupils to:

- Develop skills which enable them to develop their knowledge and understanding of places
- Undertake geographical enquiry both inside and outside the classroom
- Develop an understanding of the patterns and physical and human processes which enable us to make a sense of place
- Develop knowledge and understanding of environmental change and sustainable development
- Develop a sense of their own identity and place in their local environment as well as in the world

At Clee Hill, we follow the early learning goals. We encourage children in EYFS to be an eager explorer and to Who shows curiosity about the world around them, knows their own family tree and understands differences between our country and other countries. (Please refer to school website for more information on our EYFS curriculum).

By the end of the foundation stage, all children will:

- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

By the end of Key Stage 1, we expect all children will:

- Begin to use atlases to name and locate the World's 7 continents and 5 oceans.
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

- Understand the similarities and differences between Clee Hill and the surrounding area with a contrasting non-EU country.
- Identify different weather patterns in the UK and the location of hot and cold areas in relation to the North and South Poles
- Use Geographical terminology including beach, mountain, season and weather.
- Begin to use maps and simple compass directions to describe the locations and routes on a map.

Upon completion of Key Stage 2, all children at Clee Hill Community Academy are expected to be able to:

- Locate the key countries of the world using maps to focus on Europe and North and South America identifying major cities and key physical and human characteristics.
- Name and locate counties and cities of the UK and describe their human and physical features explaining how these have changed over time (mountains, coasts and rivers).
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Compare Clee Hill with a contrasting locality in the UK, another in Europe and another in North or South America.
- Understand and use key terminology including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Explain different settlements with relation to land use, trade links and how natural resources are distributed.
- Use 8 points of a compass and 6-figure grid references (including Ordnance Survey maps).
- 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

All classes follow a progression of skills to ensure key skills in geography are built upon each year as children move throughout the school. When beginning a new geography topic, class teachers relate the new knowledge to what has been taught previously to allow it to be put into context to help their understanding in context. See progression of skills document to show these skills in more depth.

Floor Books

Written work completed in class is added to a class floor book. Children's work includes written pieces, group work and quotes and comments from children during lessons. Using whole class floor books instead of individual books allows more opportunities for shared working alongside individual work. We believe that using floor books in geography promotes the development of children's ideas, thinking and reasoning skills, models the collaborative nature of geography and supports effective teacher assessment.

Assessment

When starting a Geography unit, we assess children's understanding through an AfL activity. This is used to inform teachers planning. At the end of the topic, children review and assess the skills and knowledge they have

learnt. Teacher assessments are used to judge through dialogue in class, open ended questions, activities and work completed in floor books.

The role and responsibility of the subject leader

The subject leader is responsible for the maintenance and development of geography throughout the school ensuring quality and raised standards in the subjects by:

- Playing an active role in the development of geography
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils work (book scrutinies), pupil's views on the subject, displays, teacher's planning and informal lesson participation/observations.

Ensuring progression of skills throughout the school.

- Developing the action plan for geography
- Auditing, ordering and replacing resources

Equal opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy.

The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching geography.

This policy will be reviewed every 3 years.