

Heronsgate School Geography Policy September 2023

Review date: July 2024

Vision and Aims for Pupils:

At Heronsgate, we are committed to providing all children with invigorating learning opportunities to engage in geography.

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and around the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures, helping to develop a sense of other cultures, and how nations rely on each other. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future.

Where appropriate, the geography curriculum promotes key British Values, so our children have exposure to a wide experience of local and global learning where there are opportunities for respect and tolerance when embracing differences within the world we live.

In line with the National Curriculum (2014), the aims of the geography curriculum at Heronsgate are to ensure that all pupils:

- gain knowledge and understanding of globally significant places in the world.
- develop knowledge and understanding of the physical and human processes which shape places.
- increase their knowledge of other cultures and, in so doing, teach a respect, tolerance and understanding of what it means to be a positive citizen in a multi-cultural country, embedding fundamental British values.
- learn graphic skills, including how to use, draw and interpret maps.
- know and understand environmental problems at a local, regional and global level.
- are encouraged to display a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Curriculum:

Throughout Key Stage 2, Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Planning and Teaching:

To ensure that the coverage of knowledge and skills within the History curriculum are effective, teachers should follow the schools' curriculum overview (LTP) adapted from the Cornerstones Curriculum Maestro online platform to inform their planning and teaching of history-based projects. Progression is key to ensure all learning is building on prior knowledge and skills, therefore it is crucial that all teachers are aware of the progression of knowledge and skills of each planned lesson (this can be viewed using the progression tab in the skill section of every lesson on the cornerstones online platform).

Lesson plans should be clear and informative, presented as quality teaching slides (an ActivInspire flip), which for each lesson should include:

1. A slide (1st) which includes a lesson brief and clearly presents the knowledge and skills demonstrated in the lesson (this can be taken directly from cornerstones but may require to be adapted and presented in child friendly language) with reference to skill progression from previous year groups.
2. A clear learning objective (based on the skill being taught) and 'steps to success' (success criteria).
3. Links to a range of multi-media resources/ source such as online videos, audio files and images (when appropriate).
4. A visual aid of the task and supported documents (i.e., screenshots of worksheets and other resources).

See subject check list

Please note any cornerstone presentations/ teaching slides and resources should be uploaded into the lesson plan flipchart via *insert > link > file* option and stored locally in the flipchart.

All **lesson resources** should be taken directly from cornerstones (if available for the lesson being taught) with lesson objectives (L. O's) added using child friendly language. Learning objectives should be clearly presented at the top of the task (worksheets) being completed by the children (documents should be edited to include this). Tasks should be differentiated to be accessible for all learners and an extension task available to challenge learners working at age expectation and above. If additional resources are required, other appropriate sources can be used to benefit teaching but should not alter the lesson outcome. Please note - Twinkl **should not** be used as the main lesson resource.

All teaching resources once created should be uploaded to year group folders to be accessible for all teaching staff and available for adaption for the next academic year (if needed). At the end of every project Year group teams should feedback to the subject lead to evaluate project and suggest any possible changes.

During a typical lesson, any key vocabulary (tier 3) associated with the geography project should be given allocated time to discuss and develop the children's understanding with appropriate examples if possible. All written work should be clearly presented in History/ Geography books with:

1. A subject knowledge title page.
2. Key questions that relate to the outcomes of the project.
3. A project glossary with key vocabulary and definitions.
4. Pre-assessment to gather prior knowledge.

All written work should be clearly presented in project books with a knowledge organiser title page. This title page should include:

1. The name of the project and area of Geography (e.g., Misty Mountains, Winding Rivers / Physical Geography)
2. Labelled diagrams and models of key concepts (e.g., Layers of a volcano)
3. Key questions that relate to the outcomes of the project (e.g., What are the four stages of the water cycle?)
4. Key vocabulary with meanings – Tier 3 vocabulary should be present with clear definitions.

Please see examples for reference

It is strongly recommended that all Geography projects begin with a hook/ stunning starter/ memorable experience, if possible, to develop children's enthusiasm and interest in the project.

Assessment and Feedback:

Progress of all children is monitored with key question assessment grids. Key questions should be taken from project knowledge and skills to create a broad overview of the unit. A series of multiple choice, interactive and reasoning answers should be presented to allow children to demonstrate their understanding, which can be compared at the start and end of a project. This will allow teachers to monitor children's learning and identify clear progression of children's knowledge and skills. Assessment grids and new subject knowledge title pages aim to engage the children in a new project, activate prior knowledge and share unit objectives.

Marking should be undertaken as per the schools' marking policy – Learning objectives should be highlighted to clearly show whether it has been achieved (Pink – achieved / Pink and Green – partly achieved / Green – Not achieved). Marking during lesson time and class teachers should provide face to face verbal feedback on written tasks and activities to ensure misconceptions and corrections are addressed.

Homework and Parental Engagement:

Homework within a Geography project is set on a termly basis using a project-style approach. Introduced and issued at the start of the term when the geography subject is taught. Children are encouraged to complete at least one activity and submit it to their class teacher before the set deadline - usually the start of the final week of that half term. Five house points (issued through MarvellousMe) are rewarded in exchange for each piece of completed project homework. Models or other creative forms of homework may be used for project displays in Year group shared areas to promote the child's achievements in this area of their learning.

The employment of a project approach to project homework enables parental engagement in an engaging, non-time critical setting. A project is something that all the family can get involved in.

Inclusion and SEND:

The geography curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Through our teaching of Geography, we enable all pupils to make good progress. All teachers strive to meet the varying needs of all learners, including those with special educational needs, disabilities, special gifts and talents and learning English as an Additional Language by differentiating activities where necessary and as appropriate (Three levels are encouraged - one lower, one middle and one higher ability), and ensuring an appropriate level of challenge.

The use of enquiry through primary and secondary sources will provide pupils with additional needs practical and visual learning opportunities to support their understanding. Opportunities to use ICT to support teaching and learning in Geography will be planned for and used as appropriate.

Resources and Displays:

All classes have access to a bank of resources for Geography lessons; these are located in the project cupboard near the school reception. The resources are arranged in boxes by themes and project. Year managers are responsible for the collection, care and timely return of these boxes. Replenishment should be undertaken via the school office. Boxes and resources should be treated and maintained as a valuable whole school resource. Word mats/posters that depict and explain key vocabulary should be available in each classroom.

Displays in individual classrooms are encouraged and should depict key concepts, vocabulary and ideas associated with the studied Geography subject. In shared areas, each year group should display examples of project work plus homework projects for the benefit and enjoyment of other children, visiting parents and adults.

Monitoring:

Outcomes of work are regularly monitored to ensure that they reflect a good understanding of the key identified knowledge.

The Humanities subject leader will request specially allocated time in which to fulfil this role by reviewing samples of children's work, gathering 'pupil-voice' and visiting classes to observe teaching in the subject.

The Humanities subject leader will also monitor all medium/short term planning and will work closely with Year Managers/ Phase leaders to develop the long-term curriculum plan for the next academic year through regular project evaluations at the end of every unit to inform future planning.

Progress of all children is monitored with key question assessment grids at the start of every Geography project. These will be completed by the children as the introduction to the project and then revisited at the end of the project (usually at the end of the half term).

Cross curricular links:

Numerous cross curricular links are made when teaching Geography; this has the benefit of also reinforcing basic numeracy and literary skills. Examples of such links are:

- Maths - the collection and presentation of data and statistics.
- English (Writing) - report writing skills, non-chronological reports, recounts, debating and discussions.
- English (Reading) – class texts activities / primary and secondary sources / interpreting images (propaganda).
- History – key historical events e.g. dates of previous natural disasters etc.
- Computing - calculation of and presentation of results, research skills accessing online sources.
- PSHE - connections with citizenship and welfare, especially climate change.
- Art - depicting concepts and ideas through creativity.

A.Paine



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