



BADSWORTH
C of E School

CARE – Prepare – Believe
'I can do all things through Him who strengthens me'
Philippians 4:13

Badsworth C of E J & I Geography Policy

All stakeholders work towards our school vision:

Here at Badsworth C of E Junior and Infant School, we ensure everyone flourishes through the way we:

Consider And Respect Everyone as Jesus taught
Prepare for a bright future
Believe we can make a difference

'I can do all things through Him who strengthens me.'
Philippians 4:13

All actions which are taken within school, focus on this vision and it is referred to throughout their time at Badsworth School.

Rationale

Geography helps the child gain a deeper understanding of the environment, the broader world and how the environment can affect their lives in which he or she lives. The study of geography helps to develop a sense of identity. It explores the relationships between the world and its people. It studies the location of the physical and human features of the earth and the processes, systems and inter-relationships that create and influence them. It helps children to make sense of where things are located and explains why they are there. Geography promotes learning through first-hand experience. Experiences gained through geographical studies helps children to interpret images about other people and places. Geography contributes to children developing a sense of identity and promotes responsible citizenship.

Our Geography Intention

At Badsworth C of E Junior and Infant school, we believe that our broad and ambitious geography curriculum promotes and encourages all of our learners to become global citizens who have a curiosity and passion for places and people. Through the teachings of a wide range of skills, knowledge and vocabulary, our students will be equipped with lifelong competencies that will give them the confidence to positively interact with the wider world. We intend to give all children at Badsworth a balanced and rich curriculum, whereby they will be immersed in hands on learning experiences that help them to understand the natural and human features of the Earth. Geography is, by nature, an investigative subject, and we seek to inspire children to ask deep and meaningful questions, and to encourage them to engage in topical discussions and debates.

We live in an ever-evolving world, and geography helps us to explain how day to day life occurs and what this may look like in the future. Children at Badsworth school will learn their place within this world and become ambassadors for its ever-changing landscape.

Planning

Planning is based on the National Curriculum Programmes of Study for Key Stage One and Key Stage Two and the Early Learning Goals in Foundation Stage. In our school the children study a range of places and themes including work ranging from local to international level in accordance with the Programmes of Study for KS1 and KS2. Planning for geography is undertaken in the context of the school's overall curriculum plan which reflects the needs of all our children. It takes account of the circumstances of our school and our aims and purposes. Our whole school plan is agreed by all staff and sets out an agreed allocation for Geography for each year group. The medium-term planning identifies learning objectives, skills and outcomes and suggest activities that will enable these to be achieved. They show a sequence of activities and are written by year group class teachers, making the most of any cross curricular links. The short-term planning is the responsibility of the class teachers, who build upon their medium-term plan by taking account of the needs of their children in relation to their geographical understanding, producing engaging geography lessons - that bring the curriculum to life.

Geography Teaching Approaches focus on enabling children to think as geographers. All learning commences by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. An enquiry-based approach to learning is encouraged as this underpins the geography National Curriculum. This can be developed through series of questions that can be applied to places or thematic topics. Children are encouraged to formulate questions, collect, interpret and analyse relevant information, draw conclusions, offer explanations and present findings. The classroom needs are organised according to task. Activities may be whole class based, or the children working in small groups, pairs or individually. This is left to the discretion of the class teacher. Another vital teaching approach to geography is involving the children in as many first-hand experiences as possible. It is about seeing, doing and experiencing. This

involves engaging, where possible, in practical activities and fieldwork. Staff model the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Key geography vocabulary progression is identified through year group vocabulary grids. These are used across the school to ensure the relevant introduction, revisiting and deepening understanding of geographical terminology. Key vocabulary and geographical terms are reinforced throughout lessons and on displays. Opportunities for pupils to use and apply key vocabulary through discussions and debate is indicated in the planning.

EYFS

We teach geography in the EYFS as an integral part of the work covered during the year. As the Reception Class is part of the Early Years Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the development of each child's knowledge and understanding of the world around them.

Inclusion

Special Educational Needs Children of all abilities should benefit from the study of geography. To ensure differentiation a variety of teaching approaches are encouraged. Planning is appropriate for the child and facilitate learning at all levels. Resources and materials should be adapted to meet the needs of the child/children. Work should be planned in accordance with child's OPP, where appropriate. All children regardless of race, gender, age, sexual orientation or ability have an equal opportunity to develop geographical understanding.

Cross Curricular Links

Geography work in school can enhance and be enhanced by other subject areas. Throughout school Geography is taught both discretely and in a cross-curricular way. The curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. Where possible Geography is integrated in other areas of the curriculum and is outlined in teacher planning.

Assessment

Teachers are continually assessing the children's geographical knowledge, understanding and skills so that the next series of activities can be planned appropriately. Assessment opportunities are identified in teachers medium term planning and are made against the lesson objectives. Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve. Activities during, and at the end of each topic record achievement and celebrate success.

Assessment record grids, in line with the NC, are in place for each year group. National Curriculum programmes of study and each year group's long term plans enable teachers to assess the children against age expected outcomes. These are recorded as

W – beginning and working within

N - at national age expectations

A - secure and above age expectations

Recording and Reporting

Class teachers keep their own records of assessment in their class assessment folders in relation to their ongoing work in geography and the progress of their children. Progress in geography is formally reported to parents on an annual basis within a child's individual written report. In addition, parents' meetings are held twice yearly and parents have the opportunity to discuss their child's progress with the teachers. Informal contact with parents is always available throughout the year. Percentages of the number of children achieving each level, within each year group, are compiled at the end of each term throughout the academic year.

Resources

We have sufficient resources in our school to be able to teach all the geography scheme of work. We keep these resources in a central store and classes also have class based equipment. We also keep a collection of geography equipment which the children use to gather weather data and atlases/globes for both Key Stages. In the library we have a good supply of geography topic books and the ICT suite is available for software and internet links. Resources are audited annually.

Visits also enable the children to gain first hand experiences to support their learning, understanding and apply skills. It is our aim to involve the children in a study of the real world whenever possible by providing experiences that will lead to interest, motivation and excitement. In Key Stage One and Key Stage Two some programmes of study lend themselves to visits of the locality. Younger children are able to investigate the area around the school itself and also the village of Badsworth. For them the wider area involves Badsworth and a contrasting locality. In Key Stage Two children visit local places of interest and in Years 5 and 6 have the opportunity to go on a residential to Marrick Priory in North Yorkshire.

Fieldwork

Fieldwork should support most areas of geography programmes of study. Fieldwork does not always imply work outside, it also includes practical work undertaken in and around the school that is of a geographical investigative nature.

It would include:

- Local investigation in and around school
- Looking at the different uses of buildings and land.
- Recording findings in different ways, for example, lists, charts, drawings, photographs, video etc.
- Data Handling:- e.g. traffic surveys, questionnaires, interviews with people from the localities studied weather observations, measurements, recording etc. as part of the study of the locality, collecting items from the localities / environment e.g. building materials fruit, plant, rock, soil samples, photographic evidence, orienteering activities, work within the local area of Badsworth and visits to other localities.

Safety in Fieldwork Activities and on Educational Visits

The safety and well-being of the children is always the main priority. In planning all activities, we ensure that precautions are taken to eliminate any possible risks over which we have control. In accordance with our school policy teachers complete a full risk assessment when planning a visit. From entering our school, whenever any fieldwork is undertaken (within or beyond school premises) the children are reminded of relevant safety rules. Children are encouraged to take responsibility for their own safety and safety of those around them at all times. Health and safety guidance on supervision (i.e. ratio of adults to children) is adhered to at all times.

Review

This Geography policy will be reviewed annually by the Geography Subject Leader and the Senior Management Team.

Rhiannon Davison, 2023