



Geography Policy

Date of policy	February 2024
Member of staff responsible	K Blackwell
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Geography at Norwich Road Academy

Intent

Geography provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings; including the local area, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

All of this will be supported by the Norwich Road values of:

Empower-Motivate-Aspire-Transform-Be Proud-Connect

Aims

The aims of geography 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.

Implementation

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 ELG 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 enquiry 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 enquiry 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. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

When teaching Geography, it is important for children to have a sound understanding of their locality in relation to the rest of the country and world. It is imperative for children to understand and discuss confidently the features of their locality. Through teaching, links are made to their current subject area and Thetford.

SEND and Inclusion

At Norwich Road Academy, we endeavour to meet the needs of all children, taking into account gender, ethnicity, culture, religion, language and disability. The provision for children with Special Educational Needs and Disabilities is detailed in the SEND Policy. Children with SEND are supported through additional or adapted resources, differentiated learning tasks, targeted adult support and interventions. Some children may need additional time or careful scaffolding to understand or complete a task.

Impact

- **observe children** – to see how they tackle a task and how well they use their skills and knowledge
- **ask questions** – to challenge thinking and ascertain understanding.
- **work alongside children in group work** – to be able to adapt/extend their learning, and provide personalised learning opportunities and challenge
- **encourage self and peer assessment** – helping children to understand their learning journey
- **give verbal feedback** – to help children identify how well they have done, and what they need to learn next
- **mark children's work** – affirming their achievement and identifying next steps.

Primary Knowledge Curriculum (PKC) Partnership

Norwich Road Academy work in partnership with the Primary Knowledge Curriculum (PKC).

The PKC Geography curriculum is knowledge rich. This means the knowledge children will gain has been carefully specified, ordered coherently and builds over time. As children work through our geography curriculum they will know more, understand more about the world around them. A good geographical understanding relies on firm foundations of knowledge and skills. The skills our curriculum develops, like the knowledge, are specified, ordered coherently and progress over time. This curriculum structure helps pupils to deepen their understanding of physical and human geographical processes, fostering curiosity and fascination for the world we live in.

Approaching primary geography with a knowledge rich focus means that the knowledge children will be taught has been identified, in each year group, in each unit and in each lesson. As children work through the curriculum they will **know more and understand more** about their local area, the UK, Europe and the World. This rigorous approach, covering and going beyond the requirements of the National Curriculum, leaves nothing to chance, building geographical knowledge and understanding in a way that builds on children's prior knowledge, allowing them to make meaningful connections and gain an understanding of how our world is connected.

Each year our geography curriculum begins with a 'Spatial Sense' unit that explicitly teaches geographical skills such as locating places on a map, positioning items on a map, using symbols in a key, interpreting scale, reading climate graphs, identifying locations using co-ordinates, interpreting population data, identifying elevation on relief maps and more. The spatial sense units for each year group are positioned at the beginning of the year to explicitly teach skills which will then be used in context throughout the rest of the year as children apply those skills to learn more about people, places and the environment. The spatial sense units build on prior knowledge before moving children on as the level of challenges increases from year to year.

Subject Leader

Subject Leaders at Norwich Road Academy will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the academy

- Advise and support staff in the planning, delivery and assessment of design and technology;
- Monitor and evaluate the standards of children's work and the quality of teaching in design and technology throughout the school;
- Attend appropriate CPD and stay informed regarding developments within their subject
- Provide and evaluate learning resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupil's learning and development

Monitoring and review

This policy will be reviewed by staff and governors at least every 2 years.