
Policy on Geography

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Pardes House Primary
School

Headteacher: Rabbi J Sager
Geography Leader: Mrs B Davis

POLICY ON GEOGRAPHY

Intent

Our intent for Geography is for pupils to be encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Geography is an inquiry based subject, which develops and understanding of key concepts, knowledge and skills. As an important part of our broad and balanced curriculum, we aim to ensure that through Geography, our pupils develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their moral, social and cultural development beyond school.

We aim to inspire pupils to develop a greater understanding, knowledge and fascination with the world and the people in it; to provoke curiosity and promote the pupils' interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

In conjunction with our whole-curriculum intent, Geography at Pardes House is investigative and enquiring, where there are no limits to curiosity and a thirst is developed for new experiences and gaining of knowledge. We aim to deliver a meaningful, stimulating and memorable educational experience, with further enrichment and cross-curricular opportunities and are committed to ensuring all pupils reach their potential. It is also a curriculum where teachers understand that what they are delivering in Geography now is building on prior knowledge that will in turn be built upon in the following years.

Our Geography curriculum forms part of our broad and balanced curriculum and links to both cross-curricular and British values, and involves pupils in their own learning by encouraging them to be independent learners. We recognise the importance of monitoring and regularly evaluating pupil progress. Through careful planning, resourcing, delivery and assessment, we aim to ensure our Geography curriculum is inclusive and accessible to all pupils, including those with SEND, Pupil Premium and those at Greater Depth.

Introduction

Our principle aim is to develop the pupils' geographical skills within the study units of the National Curriculum. Geography will develop skills of enquiry, analysis, assessment and response to geographical questions or data. The curriculum aims to develop geographical knowledge, concepts, basic and transferable skills and attitudes and values from a variety of sources. When the pupils leave Key Stage Two, they should have developed an awareness of and respect for global diversity within a multicultural, ethnic and racial society and how this can affect geographical boundaries.

They key aspects of the Geography Curriculum are:

- To encourage geographical enquiry and questioning about the world we live in.
- To develop an interest and knowledge of the local area and the environment in which we live.
- To develop pupils' ability to describe the similarities and differences between places and offer explanations for the features of some places.
- To know how people both improve and damage their environments and the consequences of this damage.

- To recognise, describe and understand some of the physical and human processes which bring about change.
- To encourage accurate interpretation, recording and presentation of information gathered from enquiry, investigation and observation.
- To develop geographical vocabulary.

Curriculum organisation

Early Years Pupils will start to understand the world by being guided to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them... They should describe their immediate environment... know some similarities and differences between different religious and cultural communities in this country and between life in this country and life in other countries... In addition, they should foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. (Statutory framework for the early years foundation stage, DfE 2021)

‘Key stage 1 pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.’ (National Curriculum, DfE, 2014)

‘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.’ (National Curriculum, DfE, 2014)

Pupils in KS1 and KS2 should be taught through:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork.

Lesson plans, resources and assessments are sourced from the online subscription-based Geography resource Oddizzi, whose mission is to ‘put geography back on the map’ in schools around the world.’ (Oddizzi, 2023).

Spiritual, moral, social and cultural development

- **Spiritual development:** Geographical awareness helps children understand their place in the world. Through helping pupils to recognise the beauty and diversity of 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, for example the Grand Canyon.
- **Moral development:** Through helping pupils to reflect on how the environment is affected by decisions made by people, 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:** Helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country 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 can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Our Geography curriculum forms part of our broad and balanced curriculum and links to both cross-curricular and British values. There is a strong emphasis on incorporating the skills learnt in the Literacy and Maths lessons into all areas of the curriculum. The expectation is that the students will write in the school handwriting and include all SPAG rules that they have been taught.

Planning, Assessment and Recording

The school uses an online subscription-based resource called Oddizi as its main curriculum resource for Geography. Medium Term plans for each topic outline the prior knowledge, sequencing and progression of learning. Lessons are accompanied by a variety of resources and activities that develop pupil's skills and knowledge.

Coverage includes a wide variety of topics and themes which enable the pupils to develop their skills and knowledge. Topics planned, assessed and resourced using Oddizzi provide the opportunity for learning about national and international geography, human and physical geography and the similarities and differences between countries across the world.

KS1 topics include:

- Weather and Climate
- United Kingdom
- Local Area
- Continents and Oceans
- Hot and Cold Places
- Zambia

KS2 topics include:

- Food and Farming
- The Amazon
- Rainforests
- Rivers
- Climate Zones
- Rio and Brazil
- Mountains
- Volcanoes and Earthquakes
- Europe

Marking and assessment are an integral part of the teaching process and are used to inform planning and facilitate adapted learning. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work is guided by the school's Marking Policy.

Assessments are also sourced from Oddizzi, with assessment data relating to the National Curriculum targets tracked and uploaded onto Insight, our online data tracker.

Management of Resources

The Subject Leader is responsible for selecting, building and maintaining resources within budgetary limits. These decisions will be made in conjunction with the Headteacher and will reflect the state of the subject as per its evaluation and review.

Equal Opportunities

The Geography syllabus in Key Stage One and Two supports the equal opportunities statement of the school. Curriculum planning in the subject incorporates equality of opportunity with all pupils being given full access to this broadly balanced syllabus. Being able to cater for the individual needs and differences in the class is providing an equal provision for all pupils.

‘An inclusive geography curriculum focuses on helping pupils to question and understand a range of spatial issues related to diversity, inclusion and exclusion, and on encouraging them to be tolerant towards others complete acceptance of others whom they perceive to be different from them.’ (Geographical Association (GA))