



# Rosehill Junior School

## *Geography Policy*

*October 2024*



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## Statement of intent

In our school, our intent is to provide meaningful learning opportunities for the children to investigate, appreciate and understand the world around them. We want the children to develop an in-depth knowledge of the local community and the wider, wonderful world. The Rosehill geography curriculum engenders the excitement of our children, their creativity and critical thinking about the world that will equip our young people to make their own way in it. Through enquiry based learning the children will investigate local and global issues providing them with a breadth of experiences that inspire their natural curiosity and develop skills that allow them to be considerate global citizens.

At Rosehill, we want children to realise that geography is about *them*, growing up in their world. We want to build on children's interests and experiences but also find ways to challenge and excite them with content that might be beyond their immediate horizon.

## Statement of Implementation

Our geography curriculum is delivered through use of the National Curriculum supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Each unit and lesson begins with links being made to prior learning and units. Key vocabulary (retrieval and new) is identified and taught within each unit. It is important that the children develop progressive skills of a geographer throughout their time at Rosehill and do not just learn a series of facts about our world. In geography, pupils, as geographers, research and interpret evidence from a range of sources including maps, diagrams and aerial photographs. They will also build the necessary skills to complete field work. We ensure that the children experience, where possible, good quality, first hand experiences.

Key themes have been identified and broken into units of 'Settlements and Resources, Physical Geography and Sustainability'.

Tier 2 and Tier 3 vocabulary is taught and reinforced throughout the units and year in the whole school.



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## **1. Introduction**

Geography is a valued part of the curriculum, providing a purposeful means for 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. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment.

Geography encourages children to learn through experience, particularly through practical and fieldwork activities. At Rosehill, we believe it is important to build a geographical curriculum that endorses the importance of outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more.

### **The strands in Geography are:**

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



## 2. Aims

The aims of geography are:

- To inspire pupils about the world and its people that will remain with them for the rest of their lives.
- To provide pupils with knowledge about diverse places, people, resources and natural and human environments.
- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To obtain Geographical knowledge, understanding and skills.
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.
- To develop knowledge and understanding of ethical considerations and awareness of environmental issues: caring for the planet and understanding the need for sustainability, demonstrating the wisdom of making good decisions.

## 3. Curriculum

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 maximised, including history, science and computing.



## **4. Field Work**

Teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork. When sessions lead to leaving the school grounds staff must adhere to the Rotherham Metropolitan Borough Council Risk Assessment procedures using Evolve. (See additional risk assessment policies for further information and clarification.)

## **5. Spiritual, Moral, Social and Cultural opportunities**

Geography is an excellent vehicle for developing children's spiritual, moral, social and cultural opportunities.. Discussions about the use of the world's resources and the impact of different events on the lives of local people deepen the children's ability to understand and empathise with fellow humans across the globe. The opportunities to explore 'putting yourself in someone else's shoes' abound in the study of geography and it is embraced during the teaching wherever possible.

## **6. Role of Coordinator**

The Geography co-ordinator leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of the curriculum structure and units, as and when, necessary.
- Identifying training needs of staff through monitoring and book scrutiny.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.

## **7. Health and Safety**

The School's policy for visits and excursions will be adhered to for all trips along with the health and safety policy. This is supplemented with county guidance concerning Educational Visits.

## **8. Continuity and progression in learning**

Whilst knowing more is an integral part of continuity and progression it is nevertheless just one element of it and merely sequencing subject content will not ensure on its



own that our pupils become better geographers. To ensure continuity and progression for all pupils, the curriculum is carefully organised through key threads which run across the key stage. Further to this, our pupil's knowledge and understanding of geography develops because:

- Expected subject outcomes in terms of developing as a young geographer increase in complexity and level of challenge as detailed above and are used as the starting point for all planning of content delivery and learning and teaching enquiries;
- There is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the National Curriculum;
- The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
- The mastery and application of geographical tools and skills occurs in more precise and complex contexts;
- The focus of what pupils learn becomes gradually more issues based enabling them to explain links, patterns and processes and be more informed and mature in their thinking and self-reflection in terms of recognising the importance of attitudes and values about contested matters.

## 9. Assessment

The Geography co-ordinator will oversee planning and monitor pupil's work. At the end of each unit, the key knowledge, understanding and where appropriate fieldwork skills will be assessed by the class teacher along with lesson by lesson low stakes assessments. The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level.

Assessment will be undertaken using the following methods:-

- observation of pupils
- talking with pupils
- marking written work
- self-assessment
- peer assessment
- the evaluation of discussion



## 10. 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. Please refer to the school's equal opportunities policy.

## 11. SEN

At Rosehill, we recognise that children learn in a variety of different ways. We acknowledge the need to offer an inclusive education for children with special educational needs and to make learning accessible for all our children. Our aim is to remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition. Teachers will make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum

In order for our children to achieve success, we adapt and scaffold tasks and teaching, where necessary, to assist the children's learning. This can be seen through the following measures:

- learning outcomes
- tasks
- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught. Word banks and visual cues can be provided, using symbols and words. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.