

Granby Junior School



Geography Policy

Review Date	Approved by	Governor Minute Reference
	FGB (tbc)	

This document is a statement of the aims, principles and strategies for the teaching and learning of geography at Granby Junior School. It was first developed in 2014 after the implementation of the new National Curriculum and continues to be adapted to our school's current curriculum, which has been fully redesigned since November 2021.

Geography Intent

At Granby, we encourage and inspire our pupils to have a lifelong love of geography – both as a tool to understand our place on the planet and lens through which to view the natural processes of the world around us.

Our teaching of practical geography skills takes children outside of the classroom to engage in outdoor learning. We are reflecting on these practices and always looking to develop our use of our outdoors spaces to enrich and challenge our children with the use of new technology and resources.

As well as this, we are developing a sense of social awareness in our children, allowing them to understand their responsibilities within their local community and to think about how we can share in improving our surroundings for everyone.

Implementation

Our curriculum is shaped by our whole-school approach, which aims to enable all children, regardless of background, ability or additional needs, to flourish and to achieve their very best – Geography is no exception to this. Our lessons are stimulating in a variety of sensory ways to engage all learners; our resources are interesting and adapted to suit specific needs; and our schemes of work promote outdoor learning, to help all children to take an active part in their experience of geography. Manipulative resources and practical tasks allow all types of learners to engage, and outdoor space is used as often as possible to stimulate those with sensory or learning needs who might achieve more standing up outside than sitting down inside.

We teach the National Curriculum, supported by a clear skills and knowledge progression for Geography. We have structured the progression of our children's learning to allow deepening of understanding and development of skills year on year. Our children enjoy vibrant topics that immerse them in exciting new cultures and transport them to unfamiliar environments – their

ever-growing locational knowledge helping to contextualise and understand each area of study in relation to their own place in the world. Their evolving understanding of physical processes allows more complex systems to be understood further up school.

School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality. Our school is developing its use of geocaching and on-site orienteering facilities to weave geography skills into other areas of the curriculum.

Additionally, even more 'traditional' geography skills such as grid reference and coordinates are supported by fun outdoor learning activities – these activities are facilitated by school resources, such as the recent digital mapping project (set up in June 2022) that has created editable maps of the school site and customisable orienteering courses that pupils from all year groups undertake each week. Pupils engage in active learning wherever possible – all teachers have been provided with 'compass cone' packs to get the children outside and running around when learning their cardinal compass directions, for example.

Impact

By the time pupils leave Granby Junior School, they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop reasoned arguments to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of subject matter.
- Have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.

- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and their own local environment.

Geography Progression

	Y3	Y4	Y5	Y6
Location Knowledge	<p>Consolidate KS1 – know continents, oceans, countries/capitals of the UK</p> <p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere</p>	<p>Name nearby English cities + counties and have an awareness of others farther afield</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p>	<p>To name some European countries/capitals</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>To name some non-European countries and capitals</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn the Prime/Greenwich Meridian and time zones (including day and night)</p>
Skills	<p>To understand how to use simple maps, atlases and globes including the use of compass points.</p> <p>To use 4 figure grid reference (OS maps)</p>	<p>To recognise geographical features on a relief map (contours)</p> <p>To use 4 figure grid reference (OS maps)</p>	<p>To use lines of longitude and latitude on a world map</p> <p>To use 6 figure grid reference (OS maps)</p>	<p>To use lines of longitude and latitude on a world map, locating key ones (Prime, tropics, etc)</p> <p>To use 6 figure grid reference (OS maps)</p>
Field Work	To observe and measure features of a local environment	To record and present information about a location surveyed, including sketch maps	To record and present information about a location surveyed, including graphs/charts	To record and present information about a location surveyed, including digital technology
Place Knowledge	Compare life in the UK to a South American country	Compare life in in the UK another region from around the world	Compare life in in the UK to a European country	Compare life in the UK to a North American country
Human & Physical	<p>Describe and understand key features of a studied biome + vegetation belt</p> <p>Understand the physical process of volcanoes</p>	<p>Name and locate settlements and topographical features of the UK and explain how some have changed over time</p> <p>Understand the geographical process of rivers</p>	Describe, understand and compare aspects of a range climates zones (deserts, forests, mountains)	<p>Describe, understand and compare aspects of a polar climates zones</p> <p>Investigate how settlements and land use have changed over time (local viaduct study - water)</p>

Our 'Golden Nuggets'

Location

Deepen understanding of the world's oceans and continents, while developing a more detailed knowledge of UK, European and non-European geography.

Skills

To grow in the confident use of traditional and modern forms of mapping and utilise more specialised vocabulary to describe world locations.

Field Work

To develop progressively more sophisticated methods of conducting field work and surveys – from simple to observations to more mature presentations using digital technology.

Physical Geography

To immerse children in a varied and exciting selection of contrasting biomes with distinct natural processes and systems.

Human Geography

To compare and contrast the wide variety of human lives, through studies of settlements, culture and connections.

Teaching

The 2014 National Curriculum focuses on three key areas:

- 1) Contextual **world knowledge** of locations, places and geographical features.
- 2) **Understanding** of the geographical conditions, processes and interactions that explain features, distributions and changes in the world, over time and location.
- 3) Competence in **geographical enquiry** through the application of skills in observing, collecting, analysing, mapping and communicating information.

Required Learning for KS2

Location knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and physical geography

- Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Planning

The Granby curriculum has been organised accordingly into schemes of learning for each year group, linked to the new National Curriculum 2014-15. Our teaching across the span of KS2 ensures that all key areas are covered in detail at stage relevant for the children and all work is linked to the broader current topic. We also review and revise KS1 locational knowledge in lower and upper school (such as names of continents and oceans).

E.g. Mapping work is based on the Arctic or Antarctic regions during the Y6 'Frozen Kingdoms' topic in the spring term – pupils are tested to see if they can locate the oceans that surround the Arctic Circle as part of the lesson.

Medium Term planning identifies clear learning objectives for each unit and matching activities, as well as a **central question** for the scheme of learning. This question Each is also supported by adequate assessment methods to ensure progression. This is mirrored by our approach in teaching history. Teachers share the central question with children at the start of a scheme of learning and build towards being able to answer it effectively with each lesson.

Resources are stored centrally and planning is available to all on the school server.

The coordinator conducts a work scrutiny at agreed intervals – ensuring that marking is consistent with the marking policy for writing, as well as checking that key learning is taking place and errors/misconceptions are being challenged.

Assessment

The main form of assessment in geography schemes of learning should be underpinned by the pupils' ability and confidence in being able to answer the **central question** of the SoL. Children should be able to utilise geographic knowledge and skills in order to form a coherent opinion or confident answer, citing facts and evidence to support them.

For example, would a child be able to answer, 'Is the UK similar to Mexico?' after studying and making comparisons during a 6-week topic? A child with limited understanding of the varied biomes, population differences and relative sizes of the two countries may only be deemed to have a basic understanding of these areas of KS2 geography (physical + human geography). Whereas a pupil who could answer, 'Is the Arctic in danger?' might demonstrate understanding of rising average temperatures and recession of sea ice and glaciers in the polar regions, while citing references to map features such as the Arctic Circle and explain why modern resource-mining might be to blame.

Formal assessment of **UK Locational Knowledge** takes place termly across all year groups, since this basic contextual detail of our place in the UK underpins so much of our understanding of taught topics (e.g. our chronologically ordered British History subjects) as forming a vital base for understanding our relationship to European and non-European countries. These tests are shared each term by the geography coordinator and are logged on a shared document online for interpretation and analysis. This knowledge of our own place in the world also underpins our strong emphasis on **British values** and history.

Health and Safety Guidelines

When planning fieldwork all teachers consult with the SLT for practical suitability. Teachers must also adhere to the Derbyshire EVOLVE policy for school visits and complete the online assessment if necessary. Staff receive yearly training from EVOLVE, in school. Risk Assessments are carried out in accordance with the 'level' of the trip/activity and dependent on the needs of individual children.

Equal Opportunities and SEND

Activities are carefully planned by the class teacher and be differentiated where appropriate for children with SEND and equally the more able and higher-attaining children. Outdoor learning balanced with technical written work allow all learners to show what they are capable of. Large, visible classroom displays, with key vocab form a central 'hub' to support classroom learning – all children know they can refer to these displays to guide them.

We have recently installed large, child-friendly map displays in the yard to engage children when they are outside at break. This includes maps of the UK, Europe and the world. These maps are used to promote outdoor learning – such as the teaching of grid reference.

Through geography will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relationships. Our topics aim to provoke curiosity and wonderment about the varied cultures that exist in the world, and our schemes of learning in **each year group** contain lessons where pupils compare life in the UK to life in other countries/regions.

We also allow children to deepen their understanding of British values through discussion of social issues and cultural awareness. The study of life in other parts of the world allows our children view their own lives and values against another that may compare or contrast – e.g. our study of the Inuit people of Alaska.

Equality and Inclusion

Children of all abilities enjoy and benefit from the study of Geography at Granby Junior School, and teachers adapt teaching to respond to the strengths and needs of all pupils enabling them to achieve.

Teachers have a secure understanding of how a range of factors can inhibit pupils' ability to learn and know how best to overcome these through adaptive teaching. High-quality teaching approaches to engage and support the needs of all pupils are used indoors and outdoors in geography lessons. Assessment of pupils' progress is employed to identify barriers to learning and develop strategies to support all pupils through a graduated response – including but not limited to those with SEND, those of high ability, and those with English as an additional language.

Adaptive teaching focuses on the whole class while providing scaffolding such as differing levels of support, access to resources, modelled first step examples or focused questioning to those who need additional initial support or challenge in order to access the same ambitious curriculum and meet our high expectations.

Diversity

At Granby Junior school our curriculum offers a diverse view of the world, beginning in our local community and extending beyond. Through the lenses of British values, children are positively exposed to a range of role models, reflected within the wider society, redressing the balance seen within our local community.

Enrichment

Our pupils in Y4 undertake a project in the Autumn term called WeWill Explore, which teaches them leadership and geography skills such as geocaching and orienteering in groups, but also promotes the concept of Youth Social Action. This features neighbourhood litter-picking and discussion of collective responsibility. Our pupils form links with the local secondary school (OIEA) and a chosen 'leadership committee' gets to visit them for geography challenges.