



HIGHFIELD FARM PRIMARY SCHOOL

Geography Policy

Date of Policy approval _____

Date of Policy review _____

“The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”

–President Barack Obama

Geography matters at Highfield Farm Primary School!

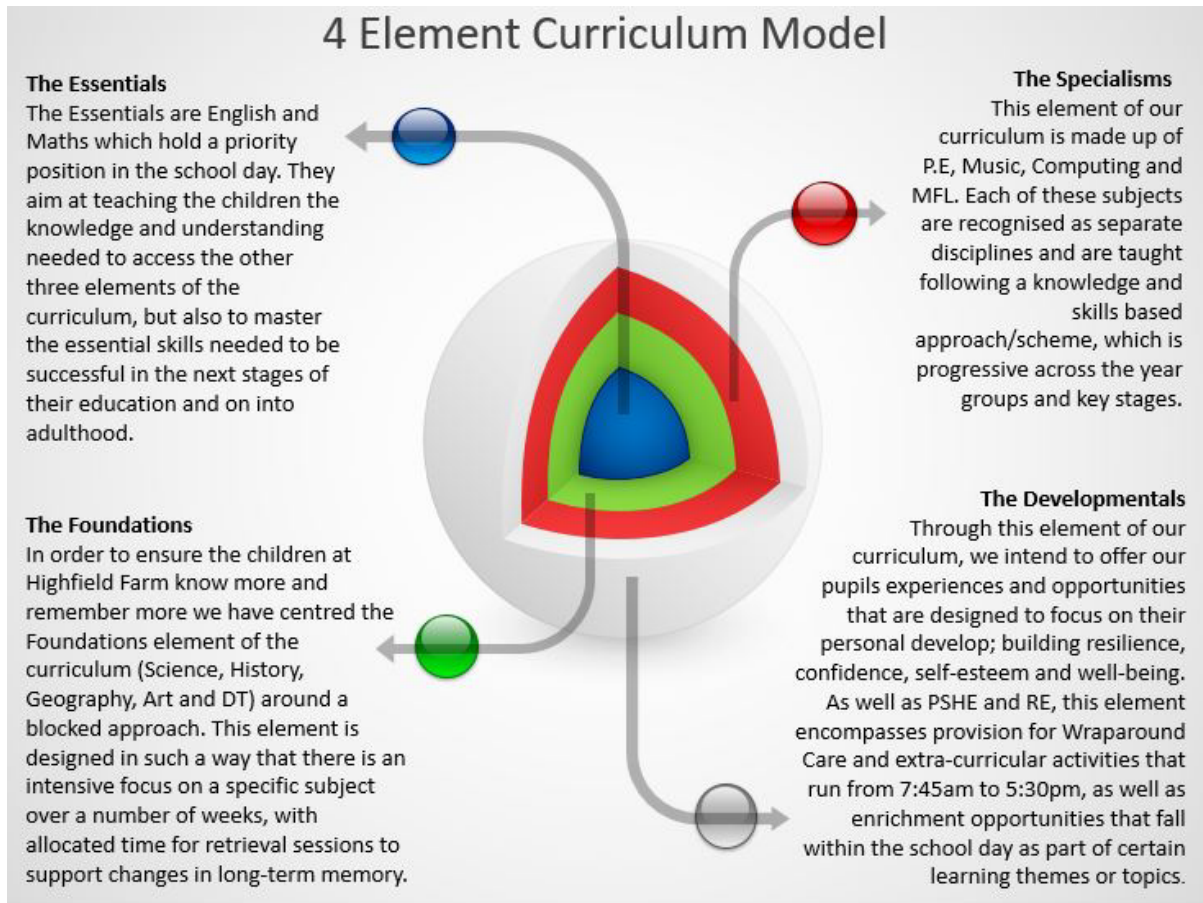
The teaching of geography gives pupils an ever increasing understanding of a changing and complex world, its people, its spaces, its environments, places near and far, and the processes that create and affect them. Our Knowledge rich curriculum has been designed to reflect a balance between the knowledge and skills required to be successful in geography, but encapsulated in a relevant context.

Intent

At Highfield Farm Primary School, through our Geography curriculum, we aim to expand geographical vocabulary, increase our children’s knowledge and curiosity of the wider world and promote high aspirations. We seek to create a life-long love of the subject, through teaching our children about diverse places, people and resources. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in and gain an appreciation of the difficult and often described ‘messy’ world we live in.

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.

As they continue on their journey of Geography, we aim to foster a deep understanding of the subject that develops alongside their geographical skills. Our aim is that our children go on to apply these skills across all subjects, and can draw upon their knowledge in other disciplines. Our curriculum is designed to provide our children with the subject specific language they need to describe, question and discuss the world, as well as their place within it. Indeed, it is one of the 'foundations' aspects of the curriculum at Highfield Farm Primary School that will add real value to the children's primary education.



We recognise that children have a voice and so should be encouraged to express their opinions. At Highfield Farm Primary School we encourage the use of debate within a range of emotive geographical topics such as deforestation, refugees and renewable energy. Our curriculum goes above and beyond in order to produce well rounded and informed pupils whose **cultural capital** is expanded.

Implementation

Based upon the National Curriculum and the individual needs of our children and the Highfield Farm community, we have adopted the primary knowledge curriculum (PKC) for the delivery of our entire geography curriculum. 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. Conceptual understanding is at the heart of our curriculum.

Children will learn about key geographical concepts such as place, space, the environment and interconnection. Over time, working through an essential process of elaboration, children will add to their conceptual understanding with many examples of geographical knowledge in context. Children will become more skilled at answering questions such as; what is it like to live in this place? What are the challenges of this environment? How have people changed this landscape over time?

Children will gain an understanding of what geographers do, what they look for and what they may say about a place. They will look at the migration of both animals and people, studying the impact migration and colonialism had on places such as Australia and New Zealand.

Organisation

Due to the make-up of the cohorts at Highfield Farm Primary School, a creative two –year cycle approach to coverage has been taken. Planning for the themes and topics in the geography curriculum are taken from the medium term planning documents within the PKC online resources. Cycle A takes into account the lower age group units within a key stage. Cycle B takes into account the higher age group within the key stage.

The following table indicates the geographical units that are studied during the children’s Highfield Farm Primary School career:

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	Spatial Sense		The UK		Seven Continents	
Year 2	Spatial Sense		The British Isles		Northern Europe	
Year 3	Spatial Sense	Settlements	Rivers	UK Geography: The South West	Western Europe	Asia – China and India
Year 4	Spatial Sense	Mediterranean Europe	Eastern Europe	UK Geography: London and the South East	UK Geography: Northern Ireland	Asia – Japan
Year 5	Spatial Sense	Mountains	UK Geography: East Anglia, The Midlands, Yorkshire, and Humberside	Australia	New Zealand and the South Pacific	Local Study
Year 6	Spatial Sense	British Geographical Issues	North America	South America	Africa	Globalisation

Owing to the importance geography in its own right and in order to minimise the potential for a diluted geography curriculum, we have favoured a more stand-alone approach. However, where links to the wider curriculum can be made, they are acknowledged. The geography curriculum will support in providing the background knowledge to an English topic and the driving texts behind them and the vital cultural capital to engage at a deeper level with the text seen within the English lessons. This is especially the case to enrich the GPA English work. To this end, all geography learning is presented in a separate geography text

book. This will show very clearly the progression of substantive and disciplinary knowledge as the children move through their primary education at Highfield Farm Primary School.

Sequencing

The units identified and planned for in our geography curriculum have been selected and placed with meticulous consideration. In order for substantive knowledge and concepts to become stronger and the schema for abstract terms to develop in such a way that the long term memory is utilised, the units have been placed on our curriculum map to add a developmental undercurrent to teaching. Knowledge of substantive concepts and disciplinary concepts have been interleaved across the curriculum, allowing the children to encounter and apply these in different contexts.

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. The aim of the spatial sense units is to build children's geographical literacy so that they are able to use an atlas, maps and geographical data with ease to answer questions they may have about the world.

Diversity

The Highfield Farm Primary School geography curriculum has been designed in such a way that celebrates and promotes local and cultural identity whilst at the same time making efforts to avoid tokenism. The breadth of geographical locations, study of societies and human processes such as migration will ensure that diversity and representativeness are woven into the whole curriculum and not a bolt on. For us, allowing all our pupils to see themselves in the geography is vital, giving relevance and real value to its current and future study. Furthermore, the English curriculum is designed to include an undercurrent of current and relevant geographical and historical issues which further provides opportunities to apply known knowledge and break down potential barriers within our community and surrounding areas. Our geography curriculum equips pupils with knowledge about diverse places, people and environments. We have seen that arming children with powerful knowledge about the world around them helps them to develop a love for the subject of geography, and also recognise their own role in becoming a responsible global citizen.

Planning

Planning for geography comes from the long term overview in the cycles as laid out above, and broken down further into thematic geography units which act as the medium and short term planning. All teachers are responsible for using such planning materials to deliver from and tailor for the needs of the children within their classroom. It is the teacher's responsibility to break down concepts into relevant *components* and *sequence them effectively so as not to overload the children's short term memories*.

Each individual lesson has content that is differentiated between, and within, year groups so that learning is age-appropriate and high expectations are maintained. Individual and/or sequences of lessons must take into account the principles of instruction as laid out by Barak Rosenshine. This will add clarity and simplicity to the teaching and learning process within geography. (See Appendix) This is not to say that every principle is to be seen in every single lesson. The purpose of reviewing material is key in ensuring that material becomes stored in the long term memory, allowing for schemata to develop and new learning to then occur.

The importance of vocabulary

Teachers use questioning, and provide opportunities for discussion and investigation to support the development of specific geographical language and vocabulary, which is explicitly taught and modelled by teachers in every lesson. Key geographical knowledge and language (such as, the name and location of continents, countries, capital cities and oceans) is revisited frequently, to make learning memorable, relevant and easy to retrieve. This is complimented by our vocabulary policy. The teaching of vocabulary has been specifically designed to also take account of introducing children to specific terminology that will support future learning.

The place of reading

Reading is central to the teaching and learning of geography and indeed is key to learning. As the children move through the phonics teaching and become competent in their ability to read, they will be exposed to a greater selection of books and texts, and this will include non-fiction texts in the discipline of geography. In doing so, the children at Highfield Farm Primary School will be exposed to the academic language of schooling and the disciplinary vocabulary in the subject. As a consequence of such a focus on academic reading our pupils will be far better prepared for transition into secondary school and the format of teaching and learning they will experience. High quality non-fiction geography texts are updated annually with the support of the English subject leaders. Such books will be highly visible in classrooms and around displays in the corridors.

EYFS

We teach geography in our foundation stage classes as an integral part of the topic work covered during the year. The foundation planning is on a one year cycle. 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 and provides a good foundation for transition into key stage

one. A crucial aspect of this is ensuring that children exit foundation with the key language, vocabulary and knowledge to build upon in the key stage one geography curriculum. For example, knowing how to describe the weather and the vocabulary and language associated with it and discussing the similarities and differences between this country and others drawing on what has been read to them, including maps.

Geographical skills and field work

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry. The repeated practice of fieldwork skills, starting in foundation and continuing through the school ensures that the children become fluent in its use and are then able to apply skills into wider fieldwork as they get older. Significant planning from teachers and leaders ensure that this aspect of geographical learning is a high priority and evidence of such experience will be exemplified within the pupil's geography books.

In Key Stage One the Spatial Sense units require children to undertake fieldwork and use observational skills to study the geography of their school and the surrounding environment. In Year 5 and 6 children will study a further unit on local geography where they undertake fieldwork to observe, record and present the human and physical features in the local area, focussing on an issue that the local area faces. The aim of the spatial sense units is to build children's geographical literacy so that they are able to use an atlas, maps and geographical data with ease to answer questions they may have about the world.

Maps and to a certain extent the language of geography is regarded highly within our curriculum. Children will have repeated experiences of creating visual representations in EYFS, KS1 and KS2 of their immediate environment (School classroom, playground), locality and through to more complex maps of larger areas and distinct places. The skills of direction and scale will progress steadily through the key stages becoming ever more sophisticated. EG, as the pupils go through ks2, different mapping may be explored such as topological and thematic mapping. The use of satellite and aerial photography as a means to exploring mapping adds further layers of curiosity about physical geography and so intentional efforts are made to include this and the use of Geographic Information Systems (GIS) into our geographical learning.

Impact

The impact of our geography curriculum is measured in a variety of ways: questioning during lesson time, marking children's written work, listening to child-led discussion, interviewing pupils across the school about their learning, book trawls and using images/videos of children's practical learning. Children will have the chance to participate in low stakes quizzes as designed by the PKC and also have the opportunity to complete longer tasks (outlined in the section below) to gauge the depth of their geographical understanding.




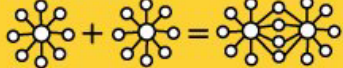






By end of the Geography curriculum at Highfield Farm Primary School, our children will:

- Have a growing knowledge of the world and their place in it.
- Have a wider vocabulary of geographical terms.
- Aspire to discover more about the world, through reading, travel or the media.
- Know that they can use their voice to express themselves and their opinions.
- Develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry.

Appendix

THE PRINCIPLES OF INSTRUCTION

Taken from THE INTERNATIONAL ACADEMY OF EDUCATION
By BARAK ROSENSHINE
Based on strategies to optimise how we acquire and use new information

<p>01 DAILY REVIEW</p>  <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	<p>02 NEW MATERIALS IN SMALL STEPS</p>  <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload – present new material in small steps and proceed only when first steps are mastered.</p>
<p>03 ASK QUESTIONS</p>  <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	<p>04 PROVIDE MODELS</p>  <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p>
<p>05 GUIDE STUDENT PRACTICE</p>  <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.</p>	<p>06 CHECK STUDENT UNDERSTANDING</p>  <p>Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>
<p>07 OBTAIN HIGH SUCCESS RATE</p>  <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	<p>08 SCAFFOLDS FOR DIFFICULT TASKS</p>  <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>
<p>09 INDEPENDENT PRACTICE</p>  <p>Independent practice produces 'overlearning' – a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	<p>10 WEEKLY & MONTHLY REVIEW</p>  <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>

Summarised by Oliver Caviglioli | @OliverCaviglioli | teachingtwos.com

Each unit taught and the components taught within them laid as lessons

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	Spatial Sense 1. Aerial Views 2. Maps 3. Location 4. Compass Points 5. Drawing maps		The UK 1. The four countries in the United Kingdom 2. Scotland 3. Wales 4. Northern Ireland 5. England		Seven Continents 1. Europe 2. Antarctica 3. Africa 4. Asia 5. North and South America 6. Australia	
Year 2	Spatial Sense 1. My School Site 2. Drawing a map of my school 3. Maps of the local area 4. Using maps to plan a route 5. Identifying locations on a globe or world map, the equator		The British Isles 1. The British Isles and England 2. Scotland 3. Wales 4. Ireland 5. Comparison with Cape Town		Northern Europe 1. Countries in Northern Europe. 2. Human and physical features of Northern Europe. 3. Climate in Northern Europe. 4. Animals found in Northern Europe. 5. Roald Amundsen	
Year 3	Spatial Sense 1. Maps, compasses and symbols 2. Four and Six Figure Grid References 3. Fieldwork- The Local Area 4. A contrasting locality- San Francisco (Human Geography) 5. A contrasting locality- San Francisco (Physical Geography)	Settlements 1. Settlements 2. Types of Settlements 3. Urban, Rural and Suburban areas 4. Population Density 5. Sites and Situations of Local Settlements	Rivers 1. What is a river? 2. Rivers of Europe 3. Rivers of Africa 4. Rivers of Asia 5. Rivers of Australia, South America and North America	UK Geography: The South West 1. Introduction to the South West 2. Coastal areas and erosion 3. Landmarks and tourism 4. Agriculture and climate 5. Change over time	Western Europe 1. Countries and Settlements in Western Europe 2. Climate of Western Europe 3. Trade in Western Europe 4. France 5. A comparison of London and Paris	Asia- China and India 1. Locating India and China 2. Human and Physical Geography of India 3. Rivers of India 4. Human and Physical Geography of China 5. The Great Wall of China

Year 4	Spatial Sense 1. Globes and the Tropics 2. Scale 3. Grid References 4. Our Local Area 5. Our Local Area- Changes over Time	Mediterranean Europe 1. Key Places in Europe 2. Climate of Mediterranean Europe 3. Food and Farming 4. Landscape 5. Settlements	Eastern Europe 1. Key Places in Eastern Europe 2. Climate of Eastern Europe 3. Russia 4. Compare and contrast physical features (with UK Moscow/London) 5. Compare and contrast human features (with UK Moscow/London)	UK Geography: Northern Ireland 1. An Introduction to Northern Ireland 2. Visiting Northern Ireland 3. Northern Ireland, the Republic of Ireland and the partition 4. Finn MacCool and the Giant's Causeway 5. The Marble Arch Caves	UK Geography: London and the South East 1. Introduction to the South East 2. London 3. The River Thames and the Thames Barrier 4. Canterbury 5. White Cliffs of Dover – Coastal Erosion and Weathering	Asia - Japan 1. Location of Japan 2. Weather and Climate in Japan 3. Physical features of Japan 4. Architecture in Japan (Human Features) 5. Feudal Japan
Year 5	Spatial Sense 1. Maps: dividing the world into sections. 2. Eastern and Western hemispheres 3. Maps: using co-ordinates to locate places. 4. Maps: drawn to different scales. 5. Relief maps	Mountains 1. Mountains 2. The Alps 3. The High Peaks of the Himalayas 4. American Mountains 5. African Mountains	UK Geography: East Anglia, The Midlands, Yorkshire and Humberside 1. East Anglia – Physical Geography 2. East Anglia- Land Use 3. The Midlands – Settlements 4. Yorkshire and Humberside – Physical Geography 5. Yorkshire and Humberside – Human Geography	Australia 1. Australia- location and physical geography 2. The history of Australia 3. Settlements 4. Climate 5. Biodiversity	New Zealand and the South Pacific 1. New Zealand and the South Pacific- location and physical geography 2. The history of New Zealand- The Maori 3. Earthquakes 4. Climate 5. South Pacific Islands	Local Study 1. Geography of the local area 2. Sketch Maps (Fieldwork) 3. Local Issues 4. Data Collection (Fieldwork) 5. Graphing data
Year 6	Spatial Sense 1. Latitude and Longitude 2. The Arctic and Antarctic Circles 3. Time Zones 4. Map Projection 5. Maps of the World	British Geographical Issues 1. Air Pollution 2. Climate Change 3. Waste 4. Litter 5. Local context	North America 1. The Countries of North America 2. Environmental Regions of North America 3. Rivers in North America 4. Cities in North America 5. Comparison of The UK and a region of North America	South America 1. An introduction to South America 2. Past civilisations and empires 3. The Andes Mountains and the Atacama Desert 4. Brazil (Agriculture and Industry) 5. The Amazon Rainforest	Africa 1. The Continent of Africa 2. Past civilisations and empires – Mansa Musa 3. African Biomes 4. The Sahara Desert and Desertification 5. Food and Farming	Globalisation 1. What is globalisation? 2. Economic Globalisation 3. Political Globalisation 4. Social Globalisation 5. Globalisation; a global force for good?