

# Parsloes Primary School



## Geography Policy

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## **INTENT:**

At Parsloes Primary School, we believe that a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Through active and hands-on experiences, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it; linking to the diverse community in which they live. The curriculum covers the four main areas: place knowledge, locational knowledge, human and physical features and map skills and fieldwork. Teaching equips pupils with the relevant subject-specific language relating to human and physical geography. The geography curriculum at Parsloes Primary School enables children to develop new knowledge and skills that are transferable to other curriculum areas and which can be used to promote their spiritual, moral, social and cultural development.

## **VISION:**

At Parsloes Primary School, we encourage the children to have active and hands on experiences, in particular when teaching Geography. Lessons incorporate a broad range of skills from map work to field work as well as including Maths, English and Computing skills. Geography at Parsloes is split into 4 main areas of teaching: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork. The curriculum is mapped out within these areas to ensure progression in knowledge and skills throughout the school. The content of each of the four areas of geographical teaching are in line with the National Curriculum and progress within the year groups to ensure that learning is deepened. To help facilitate this, the school is a member of the Geographical Association. In EYFS, Geography is taught through the strand 'Understanding the World'. The two main areas where Geography is taught is through 'People and Communities' and 'The World'. At Parsloes, the EYFS and KS1 leaders work closely to ensure that the learning in KS1 is progressive from what is taught in EYFS.

### **At Parsloes, we can achieve this vision by:**

1. Stimulating, developing and maintaining pupils' interests and enjoyment of geography through workshops, cross-curricular links and engaging topics
2. Allowing children to lead on their learning through sharing their own experiences of the world
3. Providing them with knowledge and skills to be able to apply their geographic understanding to real-life concepts
4. Providing opportunities for children to work individually and collaboratively
5. Promoting confidence and leadership qualities in children via the Eco-warriors group
6. Engaging with the Geographical Association
7. Continuously updating and adapting lesson plans to incorporate real-world issues

## **TEACHING AND LEARNING:**

### **Planning:**

Geography is taught using the objectives and statements outlined in the National Curriculum. The Geography Progression Document shows how the National Curriculum objectives have been divided between the year groups to ensure progression. The year group statements have been matched to the appropriate topics within a year group to ensure Geography at Parsloes is taught in collaboration with other subjects.

1. Medium term plans for all geography lessons are saved on the system each term under T:\Staff Resources\Subject Folders\Geography. To ensure consistency across the school, lesson objectives, success criteria and activities are identified for each National Curriculum objective. Each member of staff adapts the medium-term plans to suit the needs of the children in their class.
2. Lessons are adapted and updated to ensure that they are relevant to current world issues
3. To aid planning, resources are used from the Geographical Association.

Throughout the school, the geographical knowledge and understanding incorporate the following outcomes from the National Curriculum:

- **Locational Knowledge**  
Children learn the names of continents, seas, oceans (KS1), countries and cities (KS2) within the world. They also identify the features of Earth and learn about how climate is impacted by the location of a country (KS2) (longitude, latitude, tropics, equator).
- **Place Knowledge**  
Through studies of specific countries, children learn to compare the similarities and differences between areas of the United Kingdom and those in other continents (KS1 and KS2).
- **Human and Physical Geography**  
Children learn about daily and seasonal weather patterns around the world (KS1) and the climates countries lie within (LKS2). They identify physical landforms and how they have been created as well as identifying different climate zones, biomes and vegetation belts (LKS2). Children will also look at human settlement and how this impacts land-use (KS2), the distribution of natural resources and economic activity within a country (UKS2).
- **Geographical Skills and Fieldwork**  
Children conduct fieldwork in their local area (KS1) as well as areas within the city of London (KS2) looking at the human and physical features within them. They learn how to read a range of maps including OS maps (KS2). Whilst conducting fieldwork, the children observe, measure, record and present geographical findings.

In EYFS, Geography is taught through the strand 'Understanding the World'. The two main areas where Geography is taught are 'People and Communities' and 'The World'. At Parsloes, the EYFS and KS1 leaders work closely to ensure that the learning in KS1 is progressive from what is taught in EYFS. Under each strand, the children will learn:

- **People and Communities**

Children will talk, identify and learn about other families, communities and traditions, noticing similarities and differences with their own.

- **The World**

Children learn similarities and differences in relation to places and living things. They talk about and look at features of their own environments and how other environments may be different.

At Parsloes, we celebrate Geography through running theme days across the year. Key Geographical issues are also discussed and debated through the 'Votes 4 Schools' program. This gives them the opportunity to vote on taught issues, enhancing their individual liberty, practising democracy and empowering their pupil voice, which also demonstrates then British Values.

Each class also has an 'Eco-Warrior' who is in charge of delivering geographical messages, helping run Geography theme days and ensuring the school remains environmentally friendly by turning off lights and recycling where possible. Geography is also closely linked with the School Travel Plan, where Eco-warriors encourage walking, scooting or cycling to school.

### **Resources:**

1. An audit of the Geography resource area is regularly completed and updated in line with the medium-term plans.
2. Resources include atlases, globes, OS maps and a selection of maps of different countries and continents.
3. Chromebooks and iPads are available for children to use to access digital maps.
4. For fieldwork, clipboards, compasses and local maps are available to use.
5. The school is a member of the Geographical Association which provides planning and resources for lessons.

### **Safeguarding:**

At Parsloes, we use all opportunities to promote safeguarding with the children. When teaching Geography, teachers highlight the importance of keeping safe in the local environment and teach children how to do this. As well as this, children learn about a range of cultures helping them to interact with all people confidently and safely.

### **ASSESSMENT AND MONITORING:**

Assessment is based around the Big Question for each unit of work. Each Big Question is linked to the key knowledge and skills taught throughout the unit. Teachers will monitor progress and attainment throughout the unit using a range of sources, such as, observation, discussion and recorded work to ensure accurate judgements. A class assessment grid is used throughout the unit to inform planning and record end of unit assessment judgements for pupils.

### **SEND:**

Teachers have high expectations of all pupils. This includes pupils of all abilities, social and cultural backgrounds, those with disabilities and Special Educational Needs. Planning is differentiated and learning is supported appropriately so that all children can participate and have full access to the curriculum in order to reach their full potential.

### **REMOTE LEARNING:**

Please see the Remote Learning Policy and the Covid addendum for more information.