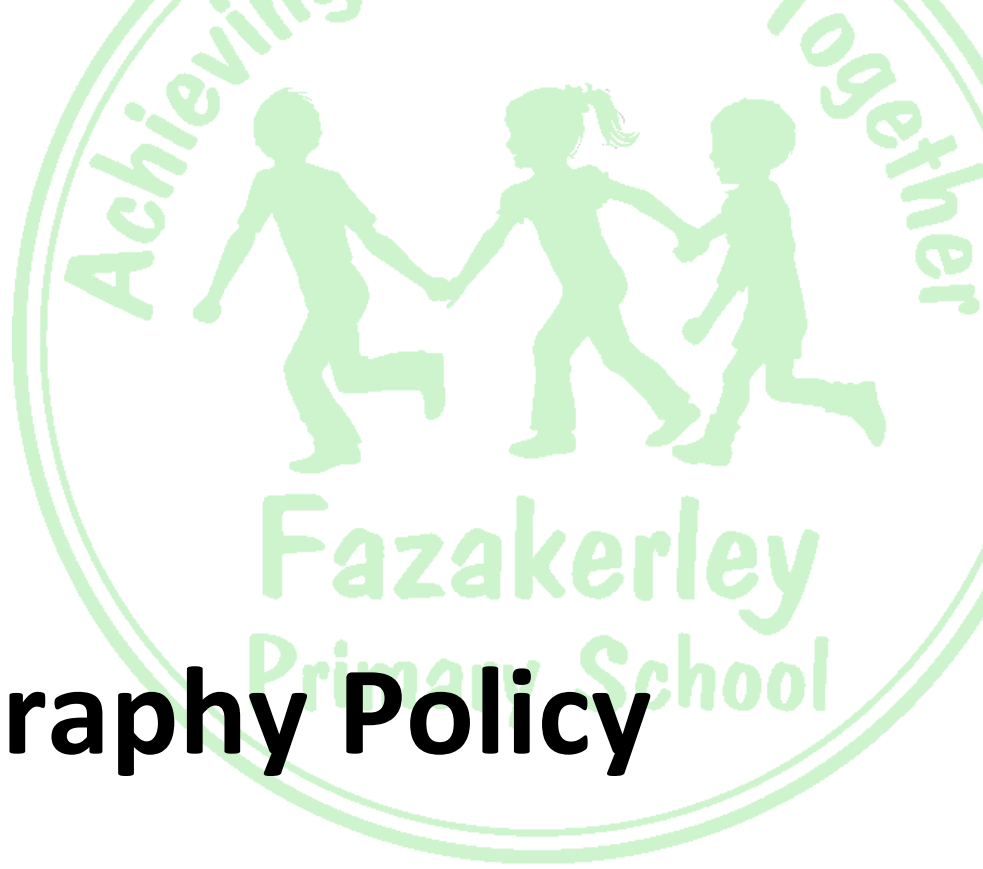


**Fazakerley
Primary School**
Formosa Drive, Liverpool, L10 7LD



Geography Policy

Subject Leader: Mr R H Brooks-Davies

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Our School Mission Statement

In order to achieve success at Fazakerley Primary School, we believe that *everyone* in our community is of equal *worth* and should be given the opportunity to develop their full potential intellectually, emotionally, socially, physically and professionally. We promote in our whole school community, an understanding and respect for everyone's well-being and mental health, valuing and supporting each other as an integral part of our school life.

Rationale

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, pupils, parents, carers, governors and other agencies have a clear understanding. This policy is the formal statement of intent for Geography. It reflects the essential part that Geography plays in the education of our pupils. It is important that a positive attitude towards Geography is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of current National Curriculum requirements.

Introduction

We have developed a bespoke curriculum, 'The Fazakerley Primary School Curriculum'. When developing our curriculum, we sought the opinions of all stakeholders; pupils, parents, carers, staff and governors. We also engaged with the extensive research findings that informed the new Education Inspection Framework to help build a whole school vision and Curriculum Intent that serves the needs of our pupils and context of the community that we serve. The Geography Curriculum is based on extensive research of the local area and countries with strong geographical links to Liverpool such as Shanghai. Case studies have been carefully selected to ensure they are meaningful and the most engaging examples of the subject matter studied by our pupils. It combines units of work created by expert geographers through the 'Royal Geographical Society', some existing commercial units of work (where these are deemed most appropriate) and completely bespoke and original units of work written by the subject lead.

Aims:

Intent and Design

At Fazakerley Primary School we endeavour to inspire in pupils an enduring curiosity and fascination about the world and its people. We want to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, we want their geographical knowledge to help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want our pupils to understand that they are part of a delicate world which is shaped by human and physical processes and that we all have a responsibility to try to protect and preserve our planet; that any small changes can add up to make a huge difference. We want them to understand their place in the world and that life outside of Fazakerley is hugely diverse and rich in culture, full of varied land



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uses, climates and environments. We feel strongly that our pupils should realise how their immediate area has changed over time and that they are connected to a hugely important city. Our pupils will broaden their understanding and sense of place in the world by studying fascinating contrasting localities both inside and outside of Europe and the impact of humans on our planet. Moreover, we want our pupils to leave our school with a strong sense of empathy relating to the unpredictable power of nature: the choices made in our LTP reflect this e.g. *understanding why people choose to live near volcanoes or the impact that flooding has on people's lives*. We want our pupils to experience geography outside of the classroom and away from pencils and paper, thus we place importance on fieldwork and collecting data.

To underpin our intentions, we realise the pupils need to develop key geographical knowledge and skills, therefore we provide opportunities to build on knowledge of location and place, of human and physical geography and enhance geographical skills in fieldwork. Specifically, our pupils: -

- Locate the world's countries and continents, using maps, atlases and digital resources, addressing key physical and human characteristics. Within the United Kingdom, name and locate counties and cities, 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. Globally, we want our pupils to be able to 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*). We enrich this by making video calls to countries on the other side of the world to trusted friends of the school who reside there, for example, designing geographical questions to ask a person living in New Zealand who can show that it is night time when the pupils are experiencing the start of the school day in Fazakerley!
- 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 in North or South America.
- 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*

Although we realise that digital maps, satellite navigation and GPS tracking is relied upon hugely in the modern world as technology evolves, we place importance of an understanding of how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. We therefore aim to expose our pupils to the use of the 8 points of a compass, 4 and 6-figure grid references, symbols and key for OS maps in order to build their knowledge of the United Kingdom and the wider world. Whilst in the field, collecting data, our pupils observe, measure record and present the human and physical features in the local area by sketching maps, plans and graphs.

We realise the teaching of key geographical vocabulary is crucial and therefore we aim to teach this in a



discrete and purposeful way, enabling pupils to achieve a depth of understanding which can be applied when such words occur in other subject areas.

We want our pupils to be proud of their place in society and want to foster a belief in them that they can aspire to go on and do great things, such as working to solve problems arising from future environmental challenges, global warming and our over reliance on natural resources. Key geographical skills enable them to better understand the immediate world around them and the wider world. Children are the future of our planet and should understand their vast potential to influence the world around them.

Implementation

At Fazakerley Primary School, we teach Geography discreetly whilst acknowledging where meaningful links can exist to other subject areas. Lessons are delivered in blocks to maintain an uninterrupted progression and flow. We ask our staff to display age appropriate resources within our classrooms to reinforce geographical knowledge, as well as utilising their Geography Working Wall to support teaching and learning. We also encourage use of the 'Digimap for Schools' software to expose the pupils to areas studied as they exist today and how they've changed over time. We realise that pupils learn better when fully enthused and motivated and therefore try to enrich the geography curriculum with fieldtrips, communication with people in other continents, using instruments to measure the weather such as wind vanes and anemometers, creating weather reports and news reports to describe current issues and weather patterns. We have also invested in a permanent onsite orienteering course, so that our pupils have easy access to repetitively practice this hard to address skill.

Enrichment in Geography comes in the form of learning visits and fieldwork undertaken at carefully selected locations (*see the Geography Long Term Plan*). In addition, teachers can set Geography 'Home Learning Projects' and pupils take part in annual orienteering sessions and 'Continent Day'. Our curriculum is carefully sequenced and delivered to promote good progress. Clear end of year milestones for each year group have been identified in Geography (*see the Geography Progression Map*) and indeed, in each wider curriculum area, to ensure that the knowledge, skills and understanding are carefully sequenced to build learning; that the important building blocks for each Geography curriculum domain are regularly returned to and layered to secure and deepen understanding of key knowledge.

The aim for the impact of the newly designed Geography curriculum is to allow our pupils to be able to readily transfer knowledge, skills, understanding as well as vocabulary across subjects. We carry out termly monitoring and moderation in Geography including pupils' work, pupil voice and environment. This allows us to monitor coverage, progression as well as the implementation of the whole school intent.

The Geography curriculum is reviewed and revisited to ensure progression. The importance of identifying staff who need support with knowledge and skills is recognised in Geography, and implemented through training where required. The Geography subject lead shares advancements in the subject with all staff and maintains regular communication to support and address key focus areas. It is ensured that resources already purchased are fully embedded, and constantly maintain and update our inventory of resources to help ensure effective and engaging teaching.



At Fazakerley Primary School, it is believed that the curriculum should be alive and the Geography curriculum is no exception to this ethos. The pupils have a voice to say what they enjoy most and what they need to learn. The subject lead and indeed all staff listen to our pupils and respond, adapting existing plans to try and best integrate and realise their ideas. Here's to a rigorous, lively and enjoyable Geography curriculum that is fun to learn and a pleasure to teach!

Subject Delivery

Geography is delivered discretely; not as part of a topic based approach. Geography is treated as a subject and discipline in its own right. It is however, designed in a way to facilitate pupils in making links in their learning across all subject areas and when links naturally occur, they are taken advantage of. Therefore, Geography is taught in 'blocks', continuously until the unit has been completed. This happens termly.

Time Allocation

GEOGRAPHY TIME ALLOCATIONS	KS1	KS2
Termly Unit, identified in Long Term Plan	3 ½ hour block	7 hour block
Standalone year group specific RGS mapping lesson	1 ½ hour lesson	1 ½ hour lesson
Onsite Orienteering, annually	Half a day	Half a day
Continent Day, annually	Half a day	Half a day

Summarising Geography time allocations at Fazakerley Primary School:

- We have termly units, taught in blocks, using our Geography time allocations (*see the 'Curriculum Policy', subheading 'Time Allocation', written by Mrs. J. Little*).
KS1: Geography - 3 ½ hour block, termly.
KS2: Geography - 7 hour block, termly.
- We timetable an appropriate standalone Royal Geographical Society mapping lesson during the first week as a fun way to get to know new classes.
- Annually, we have identified onsite orienteering in addition to the above allocation, included in the 'Enrichment Map'. This is half a day off timetable and organised as if the activity is a learning visit (*appropriate clothing etc*). Allocation: half a day off timetable.
- Annually, we also have our 'Continent Day' where Years 1-6 are asked to research and present work on a continent identified in the Geography Long Term Plan. This work covers the range of domains and forms part of our KS1 and KS2 display outside the KS2 hall. Allocation: half a day off timetable.

Pupils' Work

There are different places where pupils can record their work in sessions/lessons:

- Purple Foundation Subjects Book: The 'Topic Book', where most, longer written tasks are recorded.
- The 'Seesaw' App. Each child has their own user area for each subject area. Pupils can complete work individually or within small group/whole class situations. There is also the option here to record audio and video of pupils' explanations/work.



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- Examples of pupils' work also form part of the Geography Working Wall, as a supportive part of the learning process and as a 'Learning Journey' for the subject matter. Examples of this could be 'Post-its', diagrams, maps, mind-maps, photographs or examples of 'What a Good One Looks Like'.

For information on marking books, see the school 'Marking and Feedback Policy 2019'.

Resources

It is the responsibility of the Geography Subject Leader to purchase, store and maintain new Geography resources. All staff members will be involved in identifying the needs for new resources and will inform the Geography Subject Leader of any areas in which resources could be improved.

Environment - Displays, Working Walls and Help Desks

The learning environment is key to supporting our pupil's learning and a Geography Working Wall is a key part of this. In every classroom there is a Geography Working Wall which is a public display of the learning process of the current genre being taught. A plan of what should be included on all Geography Working Walls is an appendix within the Classroom Display Policy. Teachers use this display to support their teaching inputs and pupils are encouraged to utilise this display in each lesson as a supportive resource in their work. All classrooms have a help desk area within the classroom which includes various items to support their learning in Geography i.e. atlases. Again, pupils are encouraged to access this independently within lessons.

Geography displays around communal areas of school can showcase all 'Attainment Targets' within Geography (Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork) as both a finished product i.e. a comparison between a local and non-European locality, labelled map, diagram or as a demonstration of a process i.e. researching, interpreting, recording and presenting collected data, making comparisons.

(Please see Environment Policy for more details).

Planning

The Geography subject leader has devised a Long Term Plan for Geography from EYFS to Y6. Alongside our Curriculum Intent statement, this forms part of our intent for our curriculum. It is a carefully considered overview plan of the content that has been carefully chosen, placed strategically in a deliberate order to allow for coherence, sequencing and progression so that our pupils know more and remember more over time. Included in the Geography Long Term Plan is the Key Knowledge, Skills and Understanding that will be covered in each unit. The vocabulary that is intended to be taught in each unit is also identified here.

The Geography subject leader has also devised a Medium Term Plan for each unit identified on the Long Term Plan from Years 1 - 6. This is a one-page easy use document that explicitly outlines a series of lessons in a deliberate order. The focus is objective rather than activity driven and our shared understanding is one where the pupils learn rather than do. It also ends with an end of unit assessment task lesson which is designed to allow the pupils to demonstrate and the teachers to establish, how secure the pupils are in the intended KSU as they reach the end of the unit.

The Geography subject lead has drawn upon the National Curriculum, supporting documents and resources from the Royal Geographical Society for their subject as well as resources shared during networking events to



support them in this process.

Equal Opportunities

- All pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced Geography curriculum. We have high expectations of all our pupils.
- Attainment of boys and girls as well as the achievement of other groups (e.g. SEND, EAL, Pupil Premium) is carefully monitored.
- Teachers plan careful differentiation and provide resources that enable pupils to access their year group objectives at some level wherever possible.
- Suitable resources and learning environments will be made available to enable pupils to access the learning required.

Special Needs

We believe that quality first teaching is essential in identifying and catering for the specific needs of all of our pupils. Teachers differentiate their questioning and level of support provided in order to ensure that all needs are met. Teachers monitor the progress of our pupils very carefully and if it is deemed that a pupil is not making expected progress, then the teacher identifies this to the SENDCo as a 'teacher concern' and additional provision is then planned. The provision is then monitored using the 'assess, plan, do, review' cycle. If at this point, it is still deemed that the pupil is not making sufficient progress, then we would seek additional advice from external agencies. This is classed as 'SEN support' and pupils and parents are invited to contribute towards the pupil's 'One-page Profile', which considers the views of the pupil, the school and the parents. This profile suggests recommended outcomes which are reviewed termly. The pupil's input is integral to the success of this profile as it allows the pupil to freely express how they feel about their learning and how school can support them.

EAL

We are aware that pupils with English as an additional language may have specific challenges and may require tailored support in order to access the curriculum.

More Able Pupils

We ensure that our more able pupils are constantly challenged through differentiated tasks, more challenging success criteria as well as the requirement for our more able to constantly evidence the application for Geography skills within a breadth of activities and across the curriculum.

Monitoring

Monitoring is undertaken in various ways:

- The Geography Subject Leader / SLT observes lessons, usually with a focus that is a whole-school issue or area for development.
- Scrutiny of teachers' planning if presented.



- Monitoring pupils' work in Geography books and on Seesaw app.
- Learning Walks - usually with a specific focus of interest. This includes evaluating the quality of the learning environment and use of working walls/help desks etc.
- Staff, parent/carer and pupil voice.
- Termly 'Twilight' sessions in which all teachers discuss and feedback on the subject leader's MTP. These plans are then adapted accordingly when changes are agreed.

Assessment

Please read our school's 'Assessment' and 'Marking and Feedback' policies, which this policy runs alongside. The Geography subject lead has outlined an end of unit assessment task at the end of each MTP for each unit. This task is designed to allow for the pupils to demonstrate, and teachers to establish, how secure the pupils are in the KEY KSU that were intended for Geography. In addition, the Geography subject lead has also devised a progression document which outlines the end of year milestones for Geography (shown separately in domain areas).

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. It is both formative and summative. In our school we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Information for assessment will be gathered in various ways: by talking to the pupils, observing their work, marking their work, etc. Teachers will use these assessments to plan further work and inform the design of future lessons.

Teachers take part in moderation sessions within school, as part of both a North Liverpool Learning Network and a City Wide Network. These moderation meetings enable teachers to moderate each other's judgements.

Role of Subject Leader

The Geography Subject Leader is responsible for co-ordinating Geography through the school. This includes:

- Devising an Action Plan at the beginning of each academic year based on the needs of the pupils, staff and whole school. To action, monitor and evaluate the progress of this throughout the year including writing an impact report at the end of the academic year.
- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines and planning frameworks to show how aims are to be achieved and how the variety of all aspects of Geography are to be taught.
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the Development Plan and within the confines of the school budget.
- To provide, where necessary, in-house training.
- Advising and supporting colleagues in the implementation and assessment of Geography throughout the school.
- Assisting with requisition and maintenance of resources required for the teaching of Geography. Again this will be within the confines of the school budget.
- Complete monitoring of pupil's books (termly). If it is deemed necessary - scrutiny of planning to



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- answer questions raised in book monitoring.
- Carry out staff & pupil voice interviews.
- Classroom Observations and Learning Walks.
- Attend Subject Leader Briefings led by the local authority.
- Write reports for governors outlining the current picture of Geography within school when required.
- Ensure the 'Digimap for Schools' online platform's password is changed annually for security.

Role of Class Teacher

- To ensure progression in the acquisition of Geography skills in line with this policy, our school Geography Vision and the National Curriculum for Geography.
- To develop and update skills, knowledge and understanding of Geography.
- To identify CPD needs in Geography and take advantage of training opportunities, sharing these with the subject leader.
- To keep appropriate on-going records and assessments (in line with assessment policy).
- To plan effectively for Geography (with year group partners), liaising with subject leader when necessary.
- To inform parents of pupils' progress, achievements and attainment.

Website Information

It is the responsibility of the Geography Subject Leader to keep up to date with the statutory requirements of Geography and to ensure that all information is provided to the website manager for upload onto the school's website.

Governors

At Fazakerley Primary School we have an identified governor for Geography who is invited to meet with the Geography Subject Leader each term. This governor reports these discussions back to the curriculum committee.

Parents

Parents are important influences on pupils' attitude and attainment. We actively encourage and involve them in school life through:

- Homework - Spellings including geographical vocabulary, half termly projects
- Parent Workshop mornings
- Stay & Play sessions
- Information-giving sessions
- Newsletters
- Parents' Evenings
- Annual written reports

Signed: Mr. R H Brooks-Davies



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