



Grange View C.E. First School
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We aim to SPARKLE!

Our Christian Vision is that- Everyone sparkles.

Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.

So don't hide your light! Let it shine brightly before others.

Matthew 5:16 The Passion Translation of the bible

Our Ethos

The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.



Grange View C.E First School

Geography Curriculum Policy

April 2020

The National Curriculum states 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. Teaching should 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, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. "

Geography at Grange View is about developing an understanding of our world, through experience, investigation and learning from secondary sources. Geography helps children to gain a greater understanding of the way of life and cultures of people in other places. This will help to enable children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment.

Geography is concerned with the study of places, the human and physical processes, which shape them, and the people who live in them. Children study their local area and contrasting places in the United Kingdom and other parts of the world. The study of the local area forms an important part of the geography taught at our school and activities are planned to build upon the children's knowledge and understanding of the local area.

Aims:

In line with the aims of the National Curriculum for Geography, at Grange View, we aim to ensure that we:

- Enable children to gain a contextual knowledge of the location of significant places on land and sea around the world, including their physical and human characteristics.
- Support children to understand the processes that create key physical and human geographical features of the world and how they link together to bring about spatial differences and change over time.
- Provide children with opportunities to become competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Planning:

At Grange View, we believe that children learn best when learning activities are well planned, stimulating and challenging, ensuring progress in the long, medium and short term.

Planning is undertaken on three levels:

- Long term planning:
Long term planning has been designed as a staff to ensure the National Curriculum is covered both in knowledge and skills throughout each year and that effective repetition and revisit of core skills is established. Teachers are encouraged to use professional discretion when deciding how long is needed to be spent on particular objectives whilst ensuring all objectives are covered by the end of the academic year. Long-term plans are used to inform medium term planning.
- Medium term planning:
Medium term planning is carried out every half-term. Teachers work in key-stage teams to identify and select objectives, using the Long Term Plan as guidance. In key-stage teams, teachers are responsible for generating medium-term planning overviews using the schools pro forma and ensuring that these are made available on the school website.
- Short term planning:
Short term planning is carried out on weekly basis. Individual teachers are responsible for the planning of thoughtful, stimulating weekly lessons for their class. The school does not have a set pro forma for short-term planning, but it is expected that staff will detail the intended learning for each lesson, the teaching activities to be used and the learning outcomes.
- Planning across the curriculum

At Grange View, we believe that the geography curriculum benefits from being applied in a cross curricular approach. It is important that our children are aware of their local area and the wider world through their topic studies. By approaching the planning process in a cross-curricular manner, teachers are routinely identifying opportunities for our children to realise this potential and develop their skills in many other areas of the curriculum.

Teaching and Learning Strategies:

At Grange View, we use a variety of age-appropriate teaching strategies to cater for the varied learning styles of our children.

In the Early Years, we recognise that creativity and play contribute significantly to children's thinking and understanding. Children use the outside spaces through free play and role play, as well as adult-led activities to support their learning of the environment. These activities are based on pupils' interests and current themes. Children are encouraged to interact with age-appropriate tools and equipment to support their learning.

In Key Stage 1 and 2, our aim is to teach geography practically using the correct equipment and tools and providing opportunities for fieldwork. Pupils extend their knowledge and understanding beyond their local area to include the United Kingdom and Europe, North and South America using secondary sources in creative and experiential ways. Pupils should develop knowledge about the world, the United Kingdom and their locality regularly exploring a variety of mapping styles. Depending on the objectives being covered, geography may be taught as a standalone lesson or alongside other curriculum areas, and may involve whole-class, collaborative or individual activities.

The principles and features that characterise our mastery approach with relation to Geography are:

- The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention. The questioning and scaffolding that individual pupils receive in class as they work through problems will differ and pupils who grasp concepts rapidly are challenged through more demanding problems which deepen their knowledge further.
- A language rich environment is central to the teaching and learning process. Precise geographical terminology is modelled in context by staff and then children are encouraged to use this when giving their reasons and explanations, whether this is with their talk partner, their class as a whole, or in writing.
- Practicing the use of equipment, making mistakes and consolidating their understanding of observational techniques and map skills play a central role to learning. Carefully designed variation within this builds a deep understanding of underlying concepts and the ability to apply them.
- Teachers use precise questioning in class to test and promote understanding.

At Grange View, we believe that the use of the outdoor environment is important in supporting teaching and learning. To this end we plan opportunities to use the outside learning spaces regularly and plan off-site visits where possible and when necessary.

Assessment:

Assessment is regarded as an integral part of the teaching and learning process at Grange View. Geography is assessed with the aid of specific skills and knowledge assessment sheets created by the subject leader for each year group and half term focus.

Assessment is primarily formative due to the nature of activities and the recording of children's work in a floor book, however there will be opportunities for writing as a geographer which will offer a more summative approach to the assessment. The teacher will also record the learning in more detail for three pupils ranging in attainment within the class who will have their knowledge and skills monitored and recorded as a representative sample of the class.

At Grange View, the key sources of assessment in History are:

- Digital portfolios in Early Years (School360)
- EYFS profile sheet (Understanding the World)
- Informal annotations on planning
- Discussions with and observations of individual or groups of children
- Photographs or videos showing children's work process or outcomes
- Peer- and self-assessments
- Work stored in the class floor book
- Term Assessment progress sheets

Marking:

A large proportion of feedback provided to children in history is verbal, as part of the ongoing process of them building locational and place knowledge, understanding the human and physical nature of geography as well as field and map skills. This discussion, feedback and questioning is vital so that children are able to review their work continuously, making changes and improvements as necessary.

In addition to verbal feedback, children may receive written feedback as part of any written work they may undertake. This allows children to participate in the marking process through responding to teacher's feedback.

Children are also encouraged to actively participate in the marking process through self- and peer-assessment. This may be verbal or written.

Resources:

The school has a variety of geographical equipment to support field work and observational lesson:

- Compass'
- Measuring tools (trundle wheel, meter sticks, measuring beakers)
- Magnifying glasses

- World and UK maps
- Atlases (mixed age examples)

Resources are audited, checked and updated annually. Areas of need are monitored and equipment purchased in line with needs using the schools subject bidding process.

Continuing Professional Development:

All staff are encouraged to develop, assess and improve their teaching of geography. Where a member of staff feels a need for particular INSET, discussions should take place with their line manager as part of their Performance Management.

At Grange View, we encourage staff to attend school-based INSET as well as external training courses advertised through both the online E-Courier and Northumberland ICT Team Newsletter. We also involve staff with policy and decision making, as well as provide opportunities for in-school coaching where staff can both work with and observe other colleagues.

Monitoring and Evaluation:

It is the responsibility of the geography subject leader to produce an annual action plan in order to effectively plan, monitor and evaluate the development of the subject across the school.

Within the classroom, monitoring of the standards of children's work and the quality of teaching in geography is the responsibility of both the geography subject leader and the senior leadership team. It involves lesson observations, work scrutiny's, learning walks, pupil interviews and planning reviews.