

The Levett School



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Positivity | Determination | Reflection | Integrity

Geography Policy

<i>Policy agreed by Governors on:</i>	
<i>Review date for Governors:</i>	October 2022
<i>Allocated Group/Person to Review:</i>	Amanda Brown
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
<i>Last Review date:</i>	May 2022

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB
Upper School, Landsdowne Road, Intake, Doncaster, DN2 6QN

Introduction

The aim of our Geography curriculum at The Levett School is to give all our pupils knowledge and understanding of their local environment and the world around them. We will use local field studies to teach skills; helping the pupil gain a sense of identity.

What other subject tells us so much about the great issues of our age- global change, natural and human?

Professor Andrew Goudie, University of Oxford.

Intent

In our geography lessons, we aim to create a culture of positivity and excitement about the ever-changing world around us, using the National Curriculum as a guideline and the current content of our Key Stage 3 curriculum. We have selected a range of themes which promote locational and place knowledge throughout both human and physical geography. Each lesson forms a sequence of lessons that link together and create a basis for further study at Key Stage 4 and beyond. At each stage of learning, geographical skills are practised and revisited, pupils are encouraged to ask and answer questions, explore, and research the world they are a part of.

At The Levett School:

- Challenge perceptions and create openness and respect for each other.
- Build knowledge about our planet and create solutions to the issues in its future.
- Enthusiasm and passion for learning about geography and global citizenship.
- Gain confidence that is required to thrive in today's global community.

The geographical progression documents ensure that our pupils have a varied, progressive structured curriculum that provides the opportunities for progression across the full breath of the geography National Curriculum from Key Stage 1 to Key Stage 3.

Objectives:

- To provoke and answer questions about the natural and human world.
- To develop knowledge of places and environments throughout the world.
- To inspire pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment and sustainable development.
- To develop important and relevant links between the natural and social science and other curriculum subjects.

1) Teaching Methods

Our schemes of work will follow the National Curriculum programme of study for both primary and secondary geography and include units of work that have been written by subject co-ordinators. Geography will be taught within The Levett School as a separate subject but will where possible

enable cross-curricular themes to be always developed. We will teach primary and secondary geography using all available resources creatively and make learning interactive and fun.

2) Planning

All Planning will be in line with school policy, and we will have a three-year cycle of planning for all Key stages in Geography. Planning is in line with the National Curriculum Objectives set out by the Government.

Schemes of Work (SOW)

- Geography has a Subject Coordinator who has writing a Scheme of work to ensure the National Curriculum is covered by each class. Once these are completed, they will be put on the school website. This gives a clear direction to Teachers as to what to cover each half term and suggests activities and resources, which they can personalise for their pupils.

Medium Term Planning (MTP)

- The MTP proforma includes Learning Intentions for the term for geography, Learning Objectives taken from: OTrack/ GCSE grid/ SOW/ NC content, some possible activities pupils can do to meet the objectives that are personalised to their needs and resources used to support and challenge the pupils – links to websites, worksheets, etc.

3) Assessment

Evidence of attainment will be made through:

- Observation of pupil at work
- Questioning and Listening
- Assessing written work
- End of unit tests/Concept Maps
- Involving pupils in assessing /evaluating their own work

Formative and Summative Assessment

Formative assessment takes place at the end of each half term (six times a year).

- Pupils assessed against O Track – Geography teacher will RAG rate the relevant ARE statements on O Track.
- Pupils are assessed against GCSE grids - A work scrutiny is completed and evidence of learning and progress in books is compared to SOW and GCSE grid.

Summative Assessment is completed at the end of each full term (three times a year).

- Pupils are assessed using O Track – The percentage of formative statements met are used to support the teacher to make a decision as to whether the pupil is working at the following: Beginning (B), Beginning plus (B+), Developing (D), Developing plus (D+) or Working A (AT) the Age-Related Expectations for each subject.
- Pupils assessed against GCSE grids - An average of the GCSE grid is taken, and a GCSE grade (1-9) is given as well as stating if they are working: Beginning (B), Beginning plus (B+), Developing (D), Developing plus (D+) or Working A (AT) the GCSE grade. E.g., 4b+ for each subject. Teachers use evidence in pupil books/ folders/ work and their professional judgement to record a GCSE grade.

4) Level Descriptions and Expectations

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather
 - key human features, including city, town, village, factory, farm, house, office, port, harbour, and shop

Geographical skills and fieldwork

- use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east, and west) and locational and directional language [for example, near and far, left, and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment



Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational 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 in 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 8 points of a compass, 4- and 6-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



Key Stage 3

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches, and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should be taught to:

Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries, and major cities

Place knowledge

- understand geographical similarities, differences, and links between places through the study of the human and physical geography of a region in Africa and a region in Asia

Human and physical geography

- understand, using detailed place-based exemplars at a variety of scales, the key processes in:
 - physical geography relating to geological timescales and plate tectonics; rocks, weathering, and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology, and coasts

- human geography relating to population and urbanisation; international development; economic activity in the primary, secondary, tertiary, and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence and change landscapes, environments, and the climate; and how human activity relies on the effective functioning of natural systems

Geographical skills and fieldwork

- build on their knowledge of globes, maps, and atlases, and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information

5) Record Keeping

All records of assessment and achievement will be in line with school policy.

6) Resources

Geography resources will be available on the school shared drive and the Subject Co-ordinator will have a master file in case of ICT issues. This will include maps, posters, videos, slides, photographs, worksheets, etc. The school library will contain a variety of books and atlases relating to the units of work; however, we will make use of the Doncaster Library Service to borrow relevant topic boxes during the appropriate term.

Every effort is made to incorporate the local environment into our geographical study and guest speakers may be invited where possible in the relevant term. Increasing the use of ICT to support and enhance units of work eg. Use of the internet for research and E-mail links with people in distant places.

7) Cross- Curricular Links

Using relevant cross-curricular links and other curriculum subjects will be maintained and developed. Geography will make an important contribution to English, Mathematics, Science, History, Forest Schools, and ICT. Where possible other links with curriculum subjects will be used. In addition, geography has a key role to play in developing thinking skills and our PHSE (Personal, Health, Social and Emotional) programme, especially when tackling environmental and sustainable development issues.

8) Field Trips

At the Levett School we look to reinforce the importance of fieldwork and enrichment opportunities by offering a range of exciting day trips from Key Stage 1 to 3.

We will undertake local field studies, trips to the Peak District and Coastal visits to practise our observational, analytical, and recording skills. We will investigate our school site and local community to study the geography of the local area and the key features of the surrounding environment.

At the Peak District we look at the impact of weathering and how the area is managed as a tourist attraction. We will visit local towns and villages to investigate their growth and urban changes. At the coast we will look at erosion, the impact to the local area and to the wildlife.

During Year 9 we will undertake two compulsory fieldtrips in preparation for the study of Geography at Key Stage 4 and above drawing on our skills and knowledge to make us better geographers.



Doncaster



Peak District



Spurn Point

9) Summary of skills taught at KS3:

Skills	Brief Description
Investigative/field work (including data and information research skills)	Students develop the ability to understand, design and implement a geographical enquiry: <ul style="list-style-type: none"> • asking enquiry questions • selecting suitable locations • conducting field work with suitable sampling methods • researching an issue • presenting and analysing data • drawing conclusions and being able to critically evaluate their work and others
Atlas and map skills	Pupils develop the ability to read and interpret a variety of maps.
Graphical Skills	Pupils develop the skills to construct, interpret and communicate with different diagrams, maps graphs, sketches, and photographs.
Numerical and statistical skills	Pupils understand how maths is used in Geography. Pupils develop the skills to interpret and communicate with different numerical information in geography. Pupils develop the skills to be able to identify weakness in the statistical presentation of data and to draw informed conclusions from numerical data.
Extended writing skills The ability to assess and evaluate	Pupils develop the ability to write geographical extended responses (which includes drawing conclusions) to “assess” and “evaluate” statements, reflection on differing opinions of an issue and when presented with various forms of data on a geographical issue.

10) Role of Subject Coordinator:

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of geography.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SMT.
- To monitor planning and oversee the teaching of geography.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the geography curriculum take account of the school's context, promotes pupil's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy; to attend regular opportunities for CPD.
- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in geography.

11) Health and Safety

Health and Safety is paramount in all that we do. Risk assessments are undertaken for all activities whilst activities involving fieldwork and off-site visits will comply with our Health and Safety Policy.

12) Equal Opportunities

At the Levett School we provide a broad and balanced curriculum for all our pupils. All pupils will have equal access to the Geography Curriculum in line with their individual needs.

We will:

- Set suitable learning challenges,
- Respond to pupils' diverse learning needs,
- Endeavour to overcome potential barriers to learning and assessment for individuals and groups of pupils.

Please refer to our teaching and Learning Policy, Social and Emotional Health Policy, Equality Policy, Feedback and Marking Policy and Educational Visits Policy.