

Geography Policy



Greenlands CP School
2020



Policy on Geography – April 2020

'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.'

(Taken from the New Primary Geography Curriculum - Reference: DFE-00186-2013)

Intent

It is our intention at Greenlands School to provoke and provide answers to questions about how people affect places and places affect people.

Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it, while fostering our school values of respect, compassion, trust, perseverance, resilience and ambition.

The children will develop an understanding of geography concepts, knowledge and skills through real life experiences and fieldwork.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives.

Implementation

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs, and we enable them to use computing in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in wide variety of problem-solving activities. Where ever possible, we involve the children in 'real' geographical activities.

The aims of geography are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.

- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Curriculum

Early Years Within the Early Years Foundation Stage, geography is included as part of Knowledge and Understanding of the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing geographical understanding.

This is set out in the early year's curriculum as children needing to:

- Observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom and abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and computing. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

Geography curriculum planning

Geography is a foundation subject in the National Curriculum. The New National Curriculum in England 2014 is used as the basis for our curriculum planning in geography. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in geography in three phases (long-term, medium-term and short-term). The long-term plan is taken from the National Curriculum document.

The medium-term plan is the specific areas of study to be focused on by each age group. They map the geography topics studied during each key stage; the subject leader devises this plan in conjunction with teaching colleagues in each year group, and the children study geography topics in conjunction with other curriculum areas. We teach the knowledge, skills and understanding set out in the National Curriculum. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term.

The class teacher writes the lesson plans for each geography lesson (short-term plans). These plans list the specific learning objectives and skills, expected outcomes for each lesson and give details of how to teach the lessons. The class teacher keeps these individual plans and they are uploaded them onto the Staffwork server.

We plan the activities in geography so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

The contribution of geography to teaching in other curriculum areas

English

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, spoken language. Children develop oracy through discussing geographical questions, or presenting their findings to the rest of the class. They develop their writing ability by composing different text types.

Mathematics

The teaching of geography contributes to children's mathematical understanding in a variety of ways. We teach children how to represent objects with maps. The children study space, scale and distance, and they learn how to use four and six-figure grid references. They use data to explore, analyse and illustrate a variety of data.

Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matter of citizenship and social welfare. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. Thus geography in our school promotes the concept of positive citizenship.

Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions of life through the medium of geography. We encourage children to reflect on the impact of mankind on our world, and we introduce the concept of 'stewardship' in relation to sustainable development. Through the teaching of contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development **and climate change**. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

British Values

We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. Where relevant, geography provides a vehicle for furthering understanding of these concepts.

The creative curriculum

Where possible, teachers have made links between geography and the topics they teach in their classes, using the specific skills suggested from their year group.

Computing

Computing enhances our teaching of geography, wherever appropriate, in all key stages. The children use computing in a variety of ways where relevant.

Geography and inclusion

At our school, we teach geography to all children, whatever their ability and individual needs. This meets with the school's curriculum policy of providing a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, e.g. a visit, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. (See educational visits policy)

Assessment for learning

Children demonstrate their ability in geography in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress and should follow the guidelines set out in the Feedback and Marking Policy.

At the end of the academic year, the teacher makes a summary judgement about the work of each pupil in relation to the Year group expectations of either entering, developing or secure and these are passed onto the next teacher at the end of the year and a copy to the curriculum leader. These assessments are also reported to parents on the annual report.

Each class teacher keeps children's work as a sample for Ofsted. This is stored for one year and then returned. (See Assessment policy)

Resources

There are sufficient resources for all geography teaching units in the school. We keep these resources in a central store in each Key Stage. The Internet is used to support children's individual research.

Fieldwork

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.

For health and safety issues regarding fieldwork, our school follows the guidance contained in its policies on Off-Site visits and on Health and Safety.

Monitoring and review

The coordination and planning of the geography curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in geography and by providing a strategic lead and direction for this subject;
- uses allocated time to oversee the management, resources and teaching of Geography throughout the school.

The quality of teaching and learning in geography is monitored and evaluated by the headteacher and Subject Leader as part of the school's agreed cycle of lesson observations.

A named member of the school's governing body is briefed to oversee the teaching of geography. The geography governor meets regularly with the Headteacher to review progress.

Impact

Geography will be fun and it will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it, preparing them for life as an adult in the world.

This policy will be reviewed at least every two years.

Related Policies

- Feedback and Marking Policy
- Equal Opportunities Policy
- Assessment and Reporting Policy
- Special Needs Policy
- Health and Safety Policy
- Gifted and Talented Policy
- Teaching and Learning Policy
- Inclusion Policy
- Foundation Stage Policy
- English as an Additional Language Policy
- Educational Visits Policy

Signed: H.Heafield

Date: 18/2/20