

**Geography Policy**



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Geography Policy

Introduction

There are four main purposes to this policy:

-It establishes an entitlement for all pupils.

-It establishes expectations for the standards to be achieved.

-It states the school’s approach to this subject in order to promote public, and particularly parents’ and carers’ understanding of the curriculum.

The importance of Geography in the curriculum.

At St. Anne’s Catholic Primary School we are committed to providing all children with learning opportunities to engage in Geography. Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value. The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

Aims

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 be able to apply map reading skills to globes and atlas maps and identify geographical features.

• 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.

Early Years Geography (Understanding the World) is taught in Nursery and Reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children’s work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five.

Key Stage 1

During Key Stage 1, pupils investigate their local area (Our school) and a contrasting area in the United Kingdom and abroad (St.Helens and Nairobi) , finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world (The UK and its capital cities and Continents and Climates). 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. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. 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.

Strategy for implementation – entitlement and curriculum provision.

At St.Anne’s Catholic Primary School, our Geography curriculum is carefully planned over a two-year cycle to engage and excite all our learners. Each topic is separated into Essential Knowledge, which must be taught and stipulates what knowledge we expect the children to learn and retain. Essential Knowledge 1 is taught in Years 1, 3 and 5 and Essential Knowledge 2 is taught in Years 2,4 and 6 thus allowing the children to revisit each topic and develop a deeper understanding. For children showing a deep understanding of the topics there is also Essential Knowledge 3. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Geography is a foundation subject of the National Curriculum. Geography is studied for 4 weeks throughout the term. The long term plan and planning is in line with the requirements of the National Curriculum.

Assessment and Recording

Teacher assessment is ongoing in relation to the statements on Target Tracker, Development matters for EYFS and the Programmes of Study for Key Stages 1 and 2. Children’s work is presented in books, floor books and on working walls. Review and Do activities and assessment tasks are completed throughout the year as per the Review and Do timetable. The post learning tasks allow the teachers to assess what knowledge the children have retained from the period studied. The subject lead then uses Target Tracker to gain an understanding of the children’s attainment for each class and for the different vulnerable groups.

Expectations

As in line with the school assessment policy, children will be assessed throughout the year using Target Tracker, teacher assessment and Review and Do Assessment tasks. At the end of the year the children will receive their end of year outcome for their age related year group.

Continuity and progression

The school ensures curriculum continuity by following the Long term plan and the Essential 1 and Essential 2 Essential Knowledge documents and Knowledge Organisers.

Equal opportunities

The teaching of Geography in our school takes consideration f our equal opportunities policy and inclusion. We recognise children as individuals and base out teaching upon our knowledge of their specific needs. A range of teaching methods and resources allow children with a wide range of abilities to achieve their full potential.

Curriculum

Long term planning: Subject Lead and SLT have developed the Long term plan ensuring the requirements of NC and Programs of Study are being met. Key Stage 1 and 2- Teachers plan coverage of the NC.

Medium Term Planning: Essential 1, 2 and 3 knowledge and tasks.

Short term planning: teachers use the Essential Knowledge and tasks to plan.

The Learning Environment

As Geography is a discreet subject it has its own book. Geography has a designated colour and logo. The designated colour will be seen on books and used as the colour for display borders. Classrooms will have a Geography working wall which displays the most current learning, this will be displayed until the next period of Geography taught. The removed work will then be displayed in the class floorbook. Displays will include any tier 2 and 3 vocabulary words as stated on the Knowledge Organisers will be displayed. Working walls will be stimulating, informative and reflect the quality of work being produced by the class.

Extra-curricular opportunities

Regularly within school, teachers plan to undertake fieldwork, visits to places of geographical interest and invite visitors to the school. This is a fantastic opportunity to support the children’s learning within the classroom as well as increasing the WOW factor of History within the real world.

Health and Safety

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils’ safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.

British Values

As with all areas of the curriculum, in Geography we have a focus on British values. Our Geography curriculum enables children to understand that’s Britain’s rich cultural heritage can be further enriched by the multi-cultural British society of today. Within Geography lessons, children have opportunities to work collaboratively with others and use equipment and resources in and around school respectfully. Further to this, Geography lessons may lead to field trips where we always act sensibly and politely around the local community and member of the public.

Policy Review

This policy will be reviewed every two years. The Head teacher is responsible for reporting to the Governors about the quality of its implementation and its impact on standards. In the light of this policy amendments may be made.