

Geography Policy



Greenlands CP School
2020



Statement of intent

Geography provides the foundation for understanding the world around us. It can not only teach pupils about the world they live in, but also how to study it and make sense of various phenomena. As such, it is a fundamental aspect of all children's learning.

Through adherence to this policy, Greenlands Community Primary School will not only ensure statutory compliance with the national curriculum, but also that all pupils have a solid grounding in geography and a positive attitude towards geographical knowledge and skills.

The aims of this policy include:

Fostering our school values: Respect, Compassion, Trust, Perseverance, Resilience and Ambition.

Stimulating children's interest in their surroundings and developing a knowledge and understanding of the physical and human processes which shape places.

Increasing 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.

Providing 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.

Encouraging in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.

Helping them to make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.

Developing the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.

Helping children to formulate appropriate questions, develop research skills and evaluate material to inform opinions.

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

Signed by

Headteacher

Date:

Chair of Governors

Date

Intent

The intention is for the Geography Subject Leader to

Promote the school values - Respect, Compassion, Trust, Perseverance, Resilience and Ambition.

Prepare policy documents, curriculum plans and schemes of work.

Keep up to date with developments and share them with staff.

Monitor the learning and teaching of geography.

Liaise with teachers, develop their expertise and provide support and training for staff.

Audit, resource and organise geography resources.

Ensure common standards are met for recording and assessment.

Collate assessment data and set new priorities for the development of geography at Greenlands Community Primary School.

The intention is for the teacher to

Promote the school values - Respect, Compassion, Trust, Perseverance, Resilience and Ambition.

Adhere to the Greenlands Community Primary School's Geography Policy.

Ensure that lessons are taught in line with the Health and Safety Policy.

Liaise with the geography subject leader about key topics, resources and supporting individual pupils.

Ensure that all of the relevant statutory content is covered within the school year.

Deliver lessons that are pitched at the appropriate level and are stimulating, interesting and relevant to the children.

Monitor the progress of pupils in their class and report this on an annual basis.

Undertake any training that is necessary.

Intent

The Intention is for geography content to be based on the National Curriculum

The National Curriculum

The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

The children develop their geographical knowledge, concepts and skills through the programmes of study (See curriculum map).

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom and a Non-European country, finding out about the environment in these areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside

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.

Foundation Stage

The Reception class base their planning on the Statutory Framework for the Early Years Foundation Stage and work towards the Early Learning Goals. 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.

Implementation

When planning, teaching and resourcing our geography lessons it is our aim to implement and fulfil our Intent Statement. It is our intention for the children to 'Learn happily and develop a love of learning that will last into adult hood and beyond'.

Planning

Throughout Greenlands Community School, geography is taught as a discrete lesson and as part of cross-curricular themes when appropriate.

Teachers will use the key learning content in the National Curriculum for Geography as a starting point for their planning. The geography curriculum map identifies what and when topics are taught.

When planning a lesson the teacher will consider and plan for the different learning styles of the children.

Medium term plans include:

A geography objective

Vocabulary and skills to be taught

Main learning activities with opportunities for assessment and differentiation

Medium-term plans will be shared with the subject leader to ensure there is progression between years. These are stored electronically.

Teaching and learning

Pupils will be taught to describe places and environments; compare and contrast making links; suggesting explanations for patterns and processes using a growing geographical vocabulary.

Lessons will involve geographical enquiry, including the following:

Questioning, predicting and interpreting

Pattern seeking

Practical experiences

Carrying out investigations

Comparing and contrasting

Researching using secondary sources

Opportunities for outdoor learning will be provided wherever possible.

Enhancement and enrichment

The local area and outdoor learning takes place within each key stage.

Cross-curricular links

Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas.

English

Pupils are encouraged to use their speaking and listening skills to discuss geographical questions or to present their findings to the rest of the class. Pupils' writing skills are developed by composing different text types. Their reading skills are developed through research.

Maths

Geography will involve a degree of numeracy at all levels. 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.

Computing

Pupils will use computing to locate and research information. Computing will be used to record findings, using text, data and tables. Pupils are encouraged to use calculators and other electronic devices, gaining confidence throughout their school experience.

PSHE

Geography contributes to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising the 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.

History

Children will have, where appropriate, the opportunity to look at how places have changed and developed and the reasons for these.

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.

Geography and inclusion

All pupils will have equal access to the entire geography curriculum, including fieldwork. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all geography lessons.

Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

Greenlands Community Primary School aims to provide more academically able pupils with the opportunity to extend their geographic thinking through extension activities such as problem solving, investigative work and research of a geographic nature.

Assessment and reporting

Pupil progress and attainment is assessed using the KLIPS assessment tool.

Pupils are assessed continuously throughout the year, as well as undertaking a summative assessment at the end of each academic year.

Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessment in geography is based upon geographic knowledge and understanding, rather than achievement in English or maths.

Assessment will be undertaken in various forms, including the following:

Talking to pupils and asking questions

Discussing pupils' work with them

Marking work against the learning objective

Observing practical tasks and activities

Pupils' self-evaluation of their work

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.

In terms of summative assessments, the results of end of year assessments will be passed to relevant members of staff, such as the pupil's future teacher as well as the curriculum leader. Pupils with special educational needs and disabilities (SEND) will be monitored by the Special Educational Needs Coordinator.

Equipment and resources

Resources are stored in a central store in each Key Stage. Resources specific to year groups are also stored in the relevant classrooms.

For safety reasons equipment is checked prior to use. Any equipment or resources that are cause for concern should be disposed of.

The subject leader will carry out an annual audit of the geography resources.

The subject leader will discuss with the class teachers the need for new resources which will be bought from the amount allocated in the annual budget.

Health and safety

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.

All pupils will be shown how to correctly use equipment and will be monitored by staff members whilst using equipment.

All pupils will be made aware of how they are expected to behave, ensuring that they show respect to other people and the environment.

Pupils are made aware of the personal safety protocols and equipment needed when using different equipment or carrying out different tasks.

Monitoring and review

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in geography at Greenlands Community Primary School.

Any changes made to this policy will be communicated to all teaching staff.

There is a named member of the school's governing body who is briefed to oversee the teaching of geography.

An annual report will be written by the curriculum leader that will be shared with the head teacher and the leadership team as well as the nominated governor.

Impact

The high quality teaching at Greenlands Community Primary School provides the children with the knowledge and skills to make sense of and understand the world in which they live, preparing them for life as an adult in the world.

Children enjoy geography because of the way the subject is taught in an engaging way inspiring a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Through workshops, trips and engagement with the local area the children make connections between what they have learned and the wider world.

The teaching of geography supports and promotes the development of the school values of respect, compassion, trust, perseverance, resilience and ambition.

The impact of good teaching has a positive impact on standards in geography. The impact is measured by the geography subject leader and the leadership team.

How the impact is measured

The geography subject leader will monitor the impact the geography teaching is having on the children's learning through the scrutiny of books, lesson observations, walk through and discussions with children and staff.

The geography subject leader will analysis standards and compare them to year on year progress.