

Geography Policy



JOY SERVE ACHIEVE

Geography Policy

Policy Number 5.14

'The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents.'

Barack Obama

I. Rationale

Geography is an essential part of the curriculum, it provides children with a means to explore, appreciate and understand the world in which we live and how it has evolved. Geography explores the relationship between the Earth (physical) and its people (human) through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of pupils as they acquire knowledge of a range of different cultures and traditions and learn tolerance and understanding of different 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 countries across the world, pupils need to efficiently use maps, charts and other geographical data; therefore, opportunities for pupils to carry out geographical enquiry are of great long-term value.

2. Policy

Incorporating the programmes of study from the National Curriculum, our Geography curriculum aims to:

- foster in children a curiosity and appreciation of the world around them.
- enable children to know about physical and human geography of our locality, of the UK and areas of the wider world.
- develop an understanding of the impact of physical and human geography on the lives of individuals and communities.
- develop an understanding of the legacy of our industrial heritage.
- develop an understanding of our cultural heritage, for example, the Yorkshire Dales National Park.
- promote knowledge and understanding of the rich cultural diversity of our world.
- develop place knowledge (countries, continents, rivers, seas, oceans, etc) and specific skills related to map reading.
- teach subject-specific vocabulary which will pupils will use accurately in oral and written work.

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- develop an understanding of issues through global learning, for example, climate change and fair trade.
- develop the skills of Geographical enquiry: observe, compare and contrast, locate, reason, explain, evaluate, hypothesise, predict.

3. Procedure

Learning & Teaching

Curriculum Implementation and Planning

EYFS

Pupils are taught the knowledge and skills for 'People and Communities' and 'The World' using a thematic approach outlined in our EYFS Curriculum for Understanding the World (see EYFS Curriculum). The children are taught the key vocabulary, skills and knowledge to allow them to successfully access the national curriculum in Year 1.

The EYFS Curriculum for Understanding the World is taught in variety of ways through adult-led and adult-supported tasks and child-initiated learning in well-resourced provision areas, both indoors and outdoors.

Key Stage 1 and Key Stage 2

At Blakedown CE Primary School, we use the Connected Geography Scheme of Work to deliver the National Curriculum for Geography throughout Key Stage 1 and 2. The scheme of work is well-sequenced, with a clear progression in knowledge, concepts and vocabulary and links to other curriculum subjects. The scheme of work provides resources to support teaching and learning in Geography.

In Key Stage 1 and 2, one Geography enquiry is taught for half a term, during each full term. For the other half terms of the school year, History topics are taught in the same way. This enables pupils to focus on aspects of particular topics for a greater period of time, allowing for greater depth of study, rather than teaching both History and Geography topics simultaneously.

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Fieldwork

Fieldwork is integral to a good geography curriculum to enable children to base learning on first hand experiences. Therefore, teachers are encouraged to consider the opportunities available in the local area to enhance their topic and children's skills and knowledge and enable them to explore the world around them.

Methods of Teaching

A range of teaching methods ensure that the needs of different learning styles are met. This enables children to access a range of resources to develop their geographical knowledge and understanding.

Teachers utilise many different techniques such as:

- knowledge provided by the teacher.
- use of the school grounds and local area for fieldwork.
- individual and group enquiry.
- use of atlases, maps, photographs and videos.
- use of ICT to aid research and for use of maps.
- role play and drama-based activities
- creative activities such as building models, creating maps and aerial views using different materials and showing routes.
 - visits to places to support a topic and development of skills, where possible.

Cross-Curricular Links

Whilst learning about geography children will need to access knowledge and skills from other curriculum areas. For example, they may need to draw upon data handling and computing knowledge; scientific skills or even speaking and listening, to debate environmental issues: all in the application of their learning. All of these links need to be relevant and purposeful and emphasise that we cannot learn about geography in isolation but also that whilst they are studying this subject the principles and disciplines of Geography are always central to what is being taught.

Assessment, Recording & Reporting

In Geography we assess the knowledge and skills of each year group, building upon their prior knowledge from previous year groups. This enables us to see progression of skills throughout the school and address any gaps in knowledge. We assess children's learning in geography accumulatively by using formative assessment. On completion of a piece of work, possible examples might include - in action observations, discussions, photographs or written pieces - teachers mark the activity against the lesson criteria and comment as necessary. At the end of the enquiry question, the class teacher will make a summary

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professional judgement as to which outcomes are most appropriate and relevant to assess given the stage of learning of the pupil in question. This is then used as a basis for assessing the progress of the child at the end of the year.

4. Monitoring – Roles and Responsibilities

The Head teacher will:

- actively support and encourage staff, praising good practice and supporting staff development, CPD training (particularly for the Geography Leader) and acquiring resources.
- report to the governing body on the effectiveness of the policy at least annually and if necessary, make recommendations for further improvements.

The Geography Leader will:

- provide a coherent subject curriculum;
- monitor and evaluate the impact of the curriculum;
- monitor the quality of teaching and learning;
- use feedback from monitoring to develop an action plan for Geography with realistic and developmental targets;
- advise and support colleagues as need arises;
- audit, identify, purchase and organise all Geography resources, ensuring they are readily available and well maintained;
- document and review the agreed ways of working through a written policy document and a knowledge progression document;
- compile a portfolio of children's Geography work to evidence progression and examples of good practice for staff to refer to;
- to keep up to date with local, regional and national developments in the use of Geography in the curriculum
- promote Geography throughout the school.

The Class Teacher will:

- teach the subject with passion and enthusiasm;
- be responsible for the teaching of Geography as set out in the medium-term plan;
- uphold high standards of presentation;

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- provide feedback that helps the child to move forward;
- use 'Key Performance Indicators' to inform teaching and learning as well as assess children's understanding.