

# Geography Policy



Geography Policy- Document Status			
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## Love, Laugh, Learn'

*Respect, Resourcefulness, Resilience, Reciprocity, Reflectiveness,*

*The study of Geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and their environments are interconnected. It builds on pupils' own experiences to investigate places at all scales from the personal to the global.*

### **Aims of teaching geography**

The aims of teaching geography in our school are to:

- stimulate children's enthusiasm, interest and curiosity about their surroundings near and far
- enable children to gain knowledge and understanding of places in the world
- create in them a sense of wonder and imagination about the physical and natural world
- ignite a sense of fascination about the diversity of cultures and lifestyles of others who share this world with us
- inspire a sense of responsibility and care for the environment and people of the world, at all levels from local to global
- encourage in children a commitment to sustainable development and an appreciation of what being a 'global citizen' means
- increase their knowledge and awareness of the effects of humans on physical and natural environments
- develop spatial skills and use of maps, atlases, globes, etc.
- develop a variety of other skills, including those of enquiry, problem-solving, ICT, investigation and that of presenting their conclusions in the most appropriate way

### **Teaching and learning**

We use a variety of teaching and learning approaches in our geography lessons:

- Real life experiences through educational visits, local walks and visitors
- whole-class teaching methods
- enquiry-based research activities
- ask as well as answer geographical questions
- use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs
- use computing to research and use Bee Bots etc. for work on coordinates
- role-play and discussions
- Philosophy 4 Children
- present reports to the rest of the class
- communication through e-mail, video calling, letters, etc.
- problem-solving activities using 'real' geographical situations e.g. car parking and litter problems
- Forest Schools and 'OWL' (Outdoor Wonder & Learning) sessions.
- Eco Schools

- International Schools, Comenius projects
- International Fair Trade week
- visitors to school from around the world

We recognise that there are children with widely different geographical experiences and abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are of increasing difficulty, open-ended and can have a variety of responses
- providing resources of different complexity, according to the ability of the child
- using classroom assistants to support the work of individual children or groups of children.

## **Curriculum planning**

### **Early Years Foundation Stage (EYFS)**

In the EYFS children work towards the Early Learning Goals through *Knowledge and Understanding of the World*. We relate the geographical aspects of the children's work to the ages and stages set out in the EYFS document which underpin curriculum planning for children aged three to five.

Geography (A Sense of Place) makes a significant contribution to the development of each child's knowledge and understanding of the world. This is achieved through activities such as exploring the immediate environment e.g. classroom and school grounds, visits to the local church, singing songs and telling stories from around the world, or investigating what makes a 'good' playground or learning about people who help us in the local community. Children explore the nursery and school grounds through child initiated learning and 'OWL' (Outdoor Wonder & Learning) sessions.

EYFS curriculum planning is in three phases:

- long-term matrix (yearly)
- medium-term (termly)
- short-term (units of work for each 4 weeks).

### **Key Stage 1**

Curriculum planning in KS1 is in three phases:

- long-term matrix (yearly)
- medium-term (termly)
- short-term (units of work for each 3 weeks).

## **National Curriculum Programme of Study for Geography.**

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 seven continents and five oceans
- name, locate and identify characteristics of the four 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.

**Pattern-** refers to the way in which physical and human features occur or are arranged e.g. weather changes, street layout.

**Process-** refers to a series of events that cause changes in a place or environment e.g. flooding, increasing traffic.

Pupils are taught to:

- make observations about where things are located e.g. a pedestrian crossing near school gates and about other features in the environment e.g. seasonal changes in weather
- recognise changes in physical and human e.g. heavy rain flooding fields

## **Knowledge and understanding of environmental change and sustainable development**

We believe in empowering our children to drive change and improve their environmental awareness through the eco schools programme. <https://www.eco-schools.org.uk/>

The school follows the 7 steps which maintain our '**Green Flag**' Status

1. Eco Committee
2. Environmental Review
3. Action Plan
4. Monitoring & Evaluation
5. Informing & Involving
6. Linking to the curriculum
7. Eco Code

The 9 Eco School themes are:

1. Biodiversity
2. Energy
3. Litter
4. Waste
5. Water
6. Healthy Living
7. Transport
8. Global Citizenship
9. School Grounds

Eco-Schools improves pupils' skills, raises environmental awareness, improves the school environment and also creates financial savings for schools as well as a whole host of other benefits.

### **Computing**

- Information and communication technology enhances our teaching of geography wherever appropriate, in each key stage.
- Children use ICT to enhance their skills in data handling (e.g. weather data) and in presenting written work.
- They research information through the Internet, computer programs such as, photographs, etc.

### **Inclusion**

- At our school we teach geography to all children, whatever their ability and individual needs.
- Geography implements the school curriculum policy of providing a broad and balanced education to all children.
- Through our geography teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Provision Maps (IPM's).

- We strive to meet the needs of those pupils with special educational needs and those with disabilities, those with special gifts and talents and those who are learning English as an additional language.

### **Health and Safety**

- 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, such as a visit to a farm, 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**

#### **EYFS**

- Staff carry out observations of children during Child Initiated Learning and during Adult Directed activities.
- Next steps are identified for individual children.
- Children's progress is tracked through each child's profile and this is shared with parents each term.
- At the end of the Reception year parents receive a written report.
- The EYFS Profile assessments are reported to the DFE.

### **Key Stage 1**

- Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a PowerPoint presentation based on their investigations into a local issue of litter.
- 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 future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are encouraged to make judgements about how they can improve their own work.
- We assess the children's work in Geography while observing them working during lessons.
- Geography is assessed in accordance with the school's assessment policy. This enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

### **Monitoring – Role of the subject leaders**

The teaching of geography is monitored by the subject leaders through:-

- lesson observations.
- book scrutiny.
- planning.
- pupil interviews

The Subject leaders also

- support colleagues in their teaching, informing them about current developments in Geography and providing a strategic lead and direction for this subject in the school.
- review and evaluate the action plan, budget and long term planning matrix.
- liaise with staff and the head teacher for ordering and managing the supply of resources.
- take the lead in promoting the sustainable development through the Eco Schools Green Flag Award.

### **Resources & classroom environment**

Geography resources are stored in classrooms, the school library and a central geography cupboard:

- Classrooms are equipped with globes, atlases, measuring equipment, digital cameras and computers for research.
- The school library has information books and atlases and the Schools Library Service can provide topic collections upon request.
- The Geography cupboard has central resources which include local maps, information leaflets about the local area, aerial photographs and artefacts from other countries e.g. Japan.
- The outdoor classroom is seen as an additional resource.