

St Anne's CE (Aided) Primary School



Geography Policy

Our School Vision

St Anne's CE (Aided) Primary School is a happy vibrant school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish.

Rationale

This policy reflects our school's commitment to an inclusive, creative and exciting curriculum, based on our Quality First Teaching Commitment. We believe that Geography makes a valuable and distinctive contribution to children's education. Learning about the world and its people helps pupils understand and contribute to the world in which they live.

Purpose of Study (*National Curriculum*)

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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Knowledge and Understanding

The children's understanding and knowledge of geographical facts will be broadened through the teaching of the following key elements:

- Locational knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical skills and fieldwork

Subject Content

EY

Understanding the world

The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Key Stage 1

Children will 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.

Key stage 2

Children will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Geography Curriculum Implementation

At St Anne's a topic-based approach to curriculum planning is employed within the school. The teaching of Geography is organised through half-termly topics.

Teachers plan for their class using the 'Geography: Progression in Knowledge, Skills and Understanding' (Appendix 1) document. The progression document ensures curriculum coverage and that knowledge and skills are built upon from one year group to the next.

Coverage is balanced with an enquiry based approach to teaching and learning. Opportunity is given for study "in depth" in each half termly plan (MTP). Across each Key Stage, half termly plans ensure that children enjoy learning about the world and develop a better understanding of how people live in different locations.

At the beginning of each topic, children are able to convey what they already know as well as what they would like to find out. This ensures that lessons are relevant and take account of children's different starting points. Fieldwork opportunities are incorporated into plans to actively engage the children in their learning.

Children should be taught to interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.

Children should be taught how the human and physical features of a place shapes its location and can change over time.

Children should learn about attitudes and ideas of people in relation to geographical issues and reflect upon them in debate and discussion

Teaching and Learning Strategies

Teachers should provide balance in teaching approaches and identify suitable progression in knowledge, understanding and skills across each planning stage to continue to challenge pupils.

Teachers should make links between units of work and encourage children to use previous knowledge in approaching new work.

Children should be given opportunity, where possible, to use ICT to communicate and handle information including simulation software.

A variety of teaching methods best suited to activities and interests of the children will be used. These may include:

- Use of local environments for fieldwork
- Individual and group enquiry
- Visits to places of relevance to the topic e.g. farm, beach
- Visual literacy (e.g. film)
- ICT – use of World Wide Web
- Photographs and satellite images
- Using outside speakers
- Use of relevant books, pamphlets, leaflets, maps, postcards, atlases etc.

Resources

Resources specific to individual topics are kept in classrooms.

Visits

Visits and visitors are excellent tools to stimulate children's geographical enquiry and curiosity. Appropriate visits and visitors are planned in at the beginning of a topic.

Assessment

School policies on assessment and feedback apply to geography. Refer to Assessment and Feedback Policies for procedures regarding daily tasks. Assessment of geography at both KS1 and KS2 will be

based on teachers' judgments and all recording should be simple and straightforward through subject specific feedback. Progress will be measured against statements given on the Progression of Knowledge, Skills and Understanding document which will allow for monitoring of progress within and across year groups.

Subject Leadership

The Geography Subject Leader is responsible for monitoring curriculum coverage and reviewing medium-term plans for each year group as appropriate. Monitoring of the quality of geography education is carried out by the subject leader through an allocation of support and development time. The subject leader produces an annual action plan identifying targets for future action which may form part of the School Impact Plan.

Equality

In accordance with the school's SEN Policy and our Quality First Teaching Commitment all children are given work suitable to their age, aptitude and ability.

Children can:

- Be taught concepts through discussion, concrete examples and practical activities.
- More able pupils may need open-ended tasks which enable them to tackle more complex issues.
- Understand more difficult concepts.
- Deepen and broaden their knowledge and understanding of the geographical feature they are studying.
- Use a wider and more demanding range of sources.

Children should be introduced to aspects of their own culture in Geography. In consideration of other cultures, teachers should be careful to choose resources which reflect different aspects of society. In particular, teachers should note that "development" and "developing" are relative terms and hide a lot of assumptions. It is important to avoid ethnocentrism and prejudice.

SMSC and British Values

As part of moral development, Geography provides opportunities for discussion as to what is right and wrong. Geography also allows opportunities for collaborative learning, enabling pupils to co-operate together.

CPD

CPD is determined by the needs of staff and the availability and suitability of courses offered.

Cross Curricular

There are many cross-curricular links to ensure pupils are able to see the subject in context of themselves and the lives of the community around them and wider world, developing their ideas of global citizenship. This could be through links with:

- Literacy – e.g. report writing, persuasive writing, speaking & listening, drama activities

- RE – e.g. around the world
- History – e.g. changing settlements, use of historical maps
- Computing – e.g. using research tools, word-processing
- Art – e.g. sketching of natural features