



Geography Policy

11-May-20

Reviewed on April 2020
Review due: April 2023

Signed: _____

Name: _____

In Geography we aim to help pupils make sense of their surroundings and the wider world. We provide a framework to develop their curiosity about the world and their place in it. The children are encouraged to study places and show consideration towards other people who live there.

This policy should be read alongside the curriculum policy overview.

AIMS

At Key Stage 1, Geography is about developing knowledge, skills and understanding relating to children's own environment and the people who live there, and developing an awareness of the wider world.

We will teach children:-

1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
2. Name and locate the world's seven continents and five oceans.
3. To recognise geographical similarities and differences through studying the human and physical features of a location.
4. To develop and use geographical enquiry skills through the use of:- fieldwork, maps, globes, plans and photographs.
5. To construct maps with keys.
6. To use basic compass directions.
7. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.
8. Develop their vocabulary of geographical terms when discussing, questioning, comparing places nationally and internationally.
9. Develop an understanding of the impact of physical and human change on an environment.

CURRICULUM DRIVERS

These drivers are based on the needs of our children and are embedded into every topic and curriculum area. Teachers make provision for our drivers through planning to ensure they are developed coherently throughout the school.

Creativity: our Geography curriculum positively encourages children to explore their world through creative thinking and activities. They are engaged in a variety of activities that link foundation subjects to enable them to explore the world they live in. This may be through observations, photos, maps, hot seating, stories, exploring environmental events/ problems or through exploring the places involved in a particular topic.





Communication: it is important that the children whilst engaging in geographical studies recognise the similarities/ differences between locations and the impact it has on the environment and those who live there. They are shown a variety of different ways to share their findings and thoughts, via first hand observations, maps, tables, diagrams, graphs, fact files, presentations, posters, leaflets, weather diaries, artwork and creative writing e.g. poetry and settings descriptions.



Celebrating difference: children are made aware of how life is different depending on your geographical location and what the advantages and disadvantages are. During our topic coverage we endeavour to develop respect for the differences in our world and the people within it. We engage the children in discussion and debate about how our world is best looked after and how to respect the amazing diversity of it.



Kindness to ourselves and others: when studying geographical locations we encourage children to think about the impact humans have on an environment both positive and negative. We encourage debate but using language that is supportive whilst being challenging to consider how best to care for our world. Through our topics we touch on equality and fairness, the impact on humans have on various environments. We encourage reflection and aspiration so that children consider the impact they have on the world they live in.

LONG TERM MEMORY

Teachers work together in their year group teams to enable children to develop their long-term memory acquisition, with regular recaps on past learning and by exploring a variety of different teaching techniques. Pupils regularly explore the physical and human features of environments through firsthand experiences, maps, photographs and plans ensuring children see the many diverse forms these features can take. Throughout each term we will always revisit past learning, draw comparisons between areas of study and encourage recall. Using a variety of different strategies e.g home learning, personal research, quizzes, table names, treasure hunts and drama games, we seek to enable them to recall key facts and figures that will provide a solid basis of learning for future study.

ACTIVITIES

The Geography National Curriculum defines our Geography teaching alongside our recent curriculum development work. Geography is delivered through integrated topic work, which has been developed to offer coverage and depth of study via a progressive yearly overview with termly detailed plan ideas for each year group from F2 to Year 2.

The teachers in each year group then work from these plans and merge them with their topic themes in a creative and engaging way. We believe that geography 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. It is not only valuable in itself but should inspire pupils a natural curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

The learning progression is broken down into key sections:

- a. Locational knowledge
- b. Place knowledge
- c. Human and physical geography
- d. Geographical skills and fieldwork
- e. Key vocabulary

The children are encouraged to use a range of sources for information including;

1. Globes
2. Maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Adults talking about their past
3. Field work
4. Verbal description of places
5. Books, leaflets
6. Visits and providers
7. Internet sites and interactive resources
8. Weather observation

These resources are often linked to the children's own interests, experiences and capabilities thus enhancing their geographical knowledge and understanding of the world. Resources are chosen to reflect images of the locality to be studied. We provide literature which respects diversity and avoids stereotyped images of any particular group. We encourage consideration of varying localities in a sensitive and thoughtful way. The children learn how to use and identify places and human/physical features using maps, plan and photographs. They compare, examine changes, discuss advantages and disadvantages of locations and communicate information, using relevant geographical vocabulary. Children create maps with keys and know to use simple compass directions.

FOUNDATION STAGE:

We are aware that the National Curriculum starts in Yr 1 and at Westdale we liaise with the Foundation Leader to ensure good provision and smooth progression between year groups. Early learning in Geography will be taught through 'Knowledge and Understanding of the World' and will cover such areas as their own personal location which includes the school grounds and their homes. Careful thought has been given to

the development of the learning progression plan providing a good foundation for areas of study within key stage 1.

ROLE OF THE CURRICULUM LEADER

The curriculum co-ordinator will:-

- Keep abreast of all new information
- Disseminate up to date information to staff, leading training sessions as and when necessary
- Have a clear understanding and knowledge of the subject and implications for teaching and learning
- Attend appropriate courses in relation to the Geography curriculum and make other staff aware of suitable training
- Ensure all children have appropriate access to curriculum provision through differentiated activities
- Liaise with the EYFS Leader
- Monitor resources and order appropriate replacements and new equipment
- Manage the process for monitoring and evaluation, including a selection from the following:
 - Classroom observation to monitor subject delivery, children's progress and achievement
 - Work and planning scrutiny
 - Discussions with children including appropriate questions to assess their attainment.
 - Discussions with teaching staff

RESOURCES

Resources at school are carefully selected and thoughtfully introduced in order to enrich the children's understanding of the world they live in. Trips to geographical sites are encouraged so that children are able to develop their first-hand observational skills and to collect data which are needed for successful fieldwork.

RECORDING AND ASSESSING

Assessment is a continuous process. Children will be questioned, with work and displays also being moderated. The subject leader will monitor work and progression throughout school during each term and the results will be fed back to staff.

IT

Both staff and children make full use of ICT to support work in Geography. Staff use IT for planning, researching, recording and assessing, to produce appropriate worksheets and IWB resources when necessary. Children can also access the wealth of information on the Internet with supervision.

EQUAL OPPORTUNITIES

As an inclusive school all children have access to the geography curriculum whatever their race, gender, social, disability, cultural and economic groupings. If children need adaptations to the curriculum we will make all reasonable adjustments.