



Woodside Primary School

GEOGRAPHY POLICY

Geography teaching in the Primary School is about developing an understanding of our world, through experience, investigation and learning from secondary sources. Geography helps children to gain a greater understanding of the ways of life and cultures of people in other places. This will help to enable children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment.

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Children study their local area and contrasting places in the United Kingdom and other parts of the world. The study of the local area forms an important part of the geography taught at our school and activities are planned to build upon the children's knowledge and understanding of the local area.

Curriculum Intent

Our pupils are encouraged to be responsible global citizens, who have a solid understanding of place, and appreciate and respect the diverse cultures and traditions of our world. Pupils are taught about the physical features of the Earth and about human activity, including populations, politics and economics, they are given opportunities to compare and contrast world locations and competently use mapping skills. Whenever possible, pupils take part in fieldwork. We want our children to use their geographical skills to become active and effective members of their local and world community.

Aims

Through our teaching of geography, we aim to:

- develop children's geographical understanding and competence in specific geographical skills.
- help children acquire and develop the skills and confidence to undertake, investigation, problem solving and decision making.
- stimulate the children's interest in and curiosity about their surroundings.
- create and foster a sense of wonder about the world.
- inspire a sense of responsibility for the environments and people of the world we live in.
- increase the children's knowledge and awareness of our changing world, so that they will want to look after the Earth and its resources and think about how it can be improved and sustained.
- begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion.
- develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

We also hope to:

- improve pupils' skills across the curriculum, especially in English, Maths and Computing.
- develop thinking skills.
- develop pupils as active citizens.
- promote awareness and understanding of spiritual and moral issues.

Entitlement

Geography is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study.

All pupils are entitled to access the geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Fieldwork may have to be adapted to individual requirements.

Expectations

During the Foundation Stage, children Foundation 1 and 2 will work towards the geographical aspects of the Early Learning goals for Knowledge and Understanding of the world.

By the end of Key Stage 1, most children will be expected to:

- describe the main features of localities and recognise their similarities and differences.
- recognise where things are and why they are as they are.
- recognise changes in the environment of localities and how people affect the environment.
- find out and express views about people, places and environments by asking and answering questions and by using their own observations and other geographical skills and resources.

By the end of Key Stage 2, most children will be expected to:

- explain the physical and human characteristics of places and their similarities and differences and know the location of significant places and environments in the UK, Europe and the World.
- explain patterns of physical and human features and recognise how selected physical and human processes cause changes in the character of places and environments.
- describe how people can damage and improve the environment and recognise how and why people may seek to manage environments sustainably.
- undertake geographical enquiry by asking and responding to questions, identifying and explaining different views and using a range of geographical skills, resources and their own observations.

Programmes of Study

Geography is a National Curriculum foundation subject with designated programmes of study.

The programmes of study for both Key Stage 1 and 2 are based on:

- Locational knowledge
- Place knowledge
- Human and Physical geography
- Geographical skills and fieldwork

Teaching should ensure that geographical enquiry skills are used when developing knowledge and understanding of places, patterns and processes, and environmental change and sustainable development.

Teaching and learning style

Children are taught in their normal class group for geography and classroom organisation will depend on the needs and abilities of the pupils and also on the aims of the lesson. In planning geographical work teachers are mindful of the ways in which pupils learn. The teaching of geography reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions.

Planning

In our school we plan Geography as a discreet curriculum subject and the aims and objectives are covered presently through the topics in our long-term plan, as well as special themed activities such as The Olympic Games, Modern Foreign Language day etc, when the whole school takes part in special activities. Medium term planning takes place co-operatively within year groups. Learning activities and progression of skills are sequenced to ensure progression and continuity throughout the school.

Assessment for learning

Children demonstrate their ability in geography in a variety of different ways. Teachers will assess children's work through a combination of formal and informal tasks, by making informal judgements during lesson, discussions, question and answer techniques and observation. Children are encouraged to take part in a range of self-assessment and evaluation activities such as, peer marking, a star and a wish, traffic lighting achievement against objectives and success criteria, I can statements and the use of talk partners. On completion of a piece of work, the teacher assesses the work by marking and commenting as necessary and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. At the end of each topic covered, the key vocabulary that has been covered and is evident in the children's work will be highlighted on their topic cover sheet. Children are encouraged to make judgements about how they can improve their own work and edit in purple pen.

Resources

Resources form an important part of curriculum delivery. Access to resources is sometimes a determining factor in classroom organisation. As part of their geographical work, all pupils have opportunities to use ICT and a variety of data, such as maps, statistics and graphs where this serves to enhance their learning. Each classroom also features a child-friendly definition of what Geography is, used to reinforce the topics that are being taught within their classroom and the reasons for it.

Children also have opportunities to use the following resources: globes, maps, atlases, pictures, photographs, aerial photographs, compasses, measuring equipment, cameras, books and games. Most of these items are kept in the stock room or geography cupboard outside the stockroom.

The Role of the subject leader

- To undertake monitoring of standards in geography and use this to inform the geography action plan.
- Provide leadership and management of their subject to secure high-quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff.
- Take a lead in policy development and review.
- To liaise with outside agencies and attend subject specific courses.
- To report to the Head teacher and Governing Body on geography-related issues.
- To plan and organise the allocation and purchase of resources in accordance with available budget.

Monitoring and Evaluation

Monitoring and evaluation are carried out on a number of levels to enhance the teaching and learning of geography in our school.

- class teacher and TAs
- Headteacher
- external inspectors
- Geography co-ordinator

Monitoring may be through a range of methods including:

- Assessment of pupils' work and achievement
- Work analysis
- Planning analysis
- Staff discussion and feedback

Equality Statement

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond, and do not discriminate. Learning to live and work together, and respect each other is encouraged throughout the school.

S.E.N

Work will be differentiated appropriately, by task and by learning outcome and, where necessary the child may have the support of a TA or classroom helper. Everything should be done to avoid highlighting the disabilities of a particular child. Support may also be especially necessary during field study activities.

Health and Safety

Before any field study, a risk assessment will be carried out and submitted in accordance with the school's and Education Authorities guidelines using the Local Authority criteria for reporting any off-site activities.

Review

Review Date – September 2022

To be reviewed - September 2025

Headteacher: Richard Collings



Geography Lead: Chelsea Percival



Chair of Governors: Mike Nelson

