

# **GREAT CHART PRIMARY SCHOOL**

## **GEOGRAPHY POLICY**

September 2021



*Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain*

## **Introduction**

This policy outlines the teaching, organisation and management of geography in the new curriculum (July 2014), taught and learnt at Great Chart Primary School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the geography co-ordinator.

## **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 and outlined below.

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.

## **Intent:**

To provide a high-quality education that inspires in pupils a curiosity and fascination about the world and its people. Pupils should leave Great Chart Primary School with a diverse knowledge about the environment in terms of place, people and natural resources. They should also have an awareness of the geographical differences between the physical and political aspects of the planet. As pupils progress, their growing knowledge about the world should help them to understand the impact of human interaction with the environment and of the formation and use of landscapes within it. The knowledge gleaned throughout the key stages, should allow pupils to understand how and why the landscape changes (and has changed) physically and politically over time. Children should also develop a skill set that allows them to transfer knowledge from one area of geographical enquiry to another, for example, the ability to read a map using grid referencing.

## **Our Aims**

### **Geographical enquiry and skills;**

#### **KS1**

1. In undertaking geographical enquiry, pupils should be taught to:
  - a. ask geographical questions [for example, 'What is it like to live in this place?']

- b. observe and record [for example, identify buildings in the street and complete a chart]
- c. express their own views about people, places and environments [for example, about litter in the school]
- d. communicate in different ways [for example, in pictures, speech, writing].

2. In developing geographical skills, pupils should be taught to:

- a. use geographical vocabulary [for example, hill, river, motorway, near, far, north, south]
- b. use fieldwork skills [for example, recording information on a school plan or local area map]
- c. use globes, maps and plans at a range of scales [for example, following a route on a map]
- d. use secondary sources of information [for example, CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts]
- e. make maps and plans [for example, a pictorial map of a place in a story].

## **KS2**

1. In undertaking geographical enquiry, pupils should be taught to:

- a. ask geographical questions [for example, 'What is this landscape like?', 'What do I think about it?']
- b. collect and record evidence [for example, by carrying out a survey of shop functions and showing them on a graph]
- c. analyse evidence and draw conclusions [for example, by comparing population data for two localities]
- d. identify and explain different views that people, including themselves, hold about topical geographical issues [for example, views about plans to build a hotel in an overseas locality]
- e. communicate in ways appropriate to the task and audience [for example, by writing to a newspaper about a local issue, using email to exchange information about the locality with another school].

2. In developing geographical skills, pupils should be taught:

- a. to use appropriate geographical vocabulary [for example, temperature, transport, industry]
- b. to use appropriate fieldwork techniques [for example, labelled field sketches] and instruments [for example, a rain gauge, a compass]
- c. to use atlases and globes, and maps and plans at a range of scales [for example, using contents, keys, grids]
- d. to use secondary sources of information, including aerial photographs [for example, stories, information texts, the internet, satellite images, photographs, videos]
- e. to draw plans and maps at a range of scales [for example, a sketch map of a locality]
- f. to use ICT to help in geographical investigations [for example, creating a data file to analyse fieldwork data]

g. decision-making skills [for example, deciding what measures are needed to improve safety in a local street].

## **Equal Opportunities**

In line with our ***Equal Opportunities Policy*** we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

### **Implementation:**

Teaching and Learning in geography will be in line with the school's ***Teaching and Learning Policy***, where provision is made for all learning styles.

1. Geography is part of the creative curriculum. Most of the geography curriculum is taught in a cross curricular way, following the objectives in the 2013 curriculum Scheme of Work. Topics and areas of study for each year group have been agreed by staff following a series of meetings.
2. The mode of working in geography is a mix of class teaching, cooperative groups and individual work.
  - a) Groups are often of mixed ability and are encouraged to communicate their findings in a variety of ways.
  - b) Fieldwork, including using the local area, is a purposeful and integral part of the curriculum.
3. Geographical work is recognised in general display or in communicating the results of geographical enquiry to the whole class.
4. Knowledge Organisers are used to enable all learners to access the area of geography being studied and will include key vocabulary, knowledge and required skills in order to attain and retain information.

### **When teaching geography we:**

- o Always provide clear explanations about what we want pupils to know, understand and be able to do through the lesson they are about to undertake
- o Often use a key question to direct pupils' thinking / enquiry
- o Vary the resources and activities to ensure each pupil can access the learning

- o Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing

### **The role of the geography co-ordinator is to:**

1. Support colleagues in teaching the subject content and developing the detail within each unit.
2. Renew, update and complement resources needed to deliver the curriculum, within budget restraints.
3. Audit current practice.
4. Develop assessment and record keeping to ensure progression and continuity.
5. Keep abreast of developments in geography education and media usage.
6. Monitor Geography throughout the school:
  - o Evaluating planning
  - o Observing teaching and learning
  - o Pupil conferencing
  - o Work sampling
  - o Moderation

### **Assessment**

Assessment may include written or diagrammatic work and observations noted during discussion and fieldwork. A portfolio of work including EYFS and from Y1 to Y6 will show examples of geographical work.

### **Resources**

Most resources are year based with a small supply of central stock found in resources area. All classrooms have interactive whiteboards with access to internet resources such as Google Earth. Pupils have access to iPads and chromebooks with which they can examine such resources individually or within groups.

### **Impact:**

- ❖ Pupils will have developed geographical knowledge and skills in line with the National Curriculum and as outlined in the Intent statement.
- ❖ The large majority of children will achieve age related expectations in geography.
- ❖ Pupils will have developed skills in enquiry, analysis, evaluation and argument.
- ❖ Pupils will have acquired an interest in the Earth extending from their local environment and across the world.
- ❖ Children will have a keen awareness of differences between their local environment and those of other towns, places and countries. They will

also make cross-curricular, historical links to changes within the environment around the world. Through this, they will establish their own identity associated with place.

- ❖ They will form and evolve their understanding of human (including personal) impacts on the environments in which we live.

To ensure that pupils leave Great Chart Primary School with the skills and knowledge outlined in the Intent statement, the geography co-ordinator will evaluate and monitor in the following ways:

### **Monitoring and Evaluation**

- Supporting teachers via co-planning, team teaching, observing / giving feedback as required.
  - Monitoring teachers' medium term planning
  - Continuing to develop the portfolio
  - Reviewing resource provision
  - Working cooperatively with the SENCo as appropriate
  - Observing geography lessons and monitors work in books and displays
  - Discussing geography with children from different year groups (pupil voice)
  - Discussing regularly with the headteacher and governors the progress with implementing this policy in the school

### **Health and Safety**

This needs to be read alongside our ***Health and Safety Policy*** and ***Off Site Activities Policy***.

***Date of next review: July 2021***