



Lympstone C of E Primary School Geography Policy

‘Let all that you do be done in love’

1 Corinthians 16:14

Vision Statement

“Let all that you do be done in love.” (1 Corinthians 16:14)

‘In doing this we aim to enable each child to flourish by celebrating their individual strengths so that their greatness is not overlooked. This creates a sense of dignity, respect and love for themselves, which they can then recognise and celebrate in others within the community and the world.

Geography Policy Statement

This policy is intended to provide clear guidance for the delivery of the Geography curriculum through-out the school and over the three stages: Foundation, Key Stage One and Key Stage Two. It aims to reflect the needs of the children within the school as expressed in the aims of the school and as set out in the National Curriculum. It is intended that this policy will provide a corporate statement of purpose, ensure that each and every child’s entitlement to Geographical experiences is realised and provide a clear basis from which to plan programmes of work.

Aims (progression of skills)

The broad aims of Geography are set out within the National Curriculum. The purpose of Geography in our school is to promote 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.

The aims of Geography are to enable pupils to:

- 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

Curriculum (how)

The curriculum for Geography is designed to ensure lies at the heart. The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Geography the children learn a range of skills, concepts, attitudes and methods of working.

In accordance with the structure of the National Curriculum we have agreed that:

In the Early Years, Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged four to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

Geography is taught weekly in each class to ensure that curriculum entitlement is met. To supplement this, we have additional Geography focus days, trips and visitors.

The use of the National Curriculum particularly supports the development of the Geographical perspective.

Each classroom must have a topic display that can be used to enhance Geography teaching and that can be referred to during whole class teaching. These displays should reflect relevant teaching topics and should link with the Learning Journal.

Teaching Geography

Geography uses an enquiry-based approach to learning. Lessons include times to respond and reflect through the use of Learning Journals; this may be individually or as a whole class. This approach enables pupils to focus on what they have learned and to add to their knowledge of the world around them. A range of teaching strategies are used to ensure learning is challenging and relevant and should be aware of the following areas:

Spiritual development: Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future.

Moral development: Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social development: Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Assessment

Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Pupils are assessed using age-related expectations. This is done in a variety of ways e.g. through written activities, role play, art work, discussion and relevant visits to Geographical places of interest as well as organising specialists to come into school to deliver Geographical experiences. Progress is tracked termly through book scrutiny, teacher assessment, pupil conferencing and lesson observations. Pupils will record work in their Learning Journals in the main; these should show a range of breadth and depth as well as progress over time. In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan future work.

In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

Monitoring & Evaluation

The co-ordinator and Headteacher monitor Geography provision and standards through observation, looking at work, talking to children and reviewing the curriculum with staff.

The co-ordinator is responsible for ensuring that good quality Geography teaching and learning is taking place throughout the school. In addition, the governing body, monitor the role of Geography through a mixture of book scrutiny, lesson observations, pupil conferencing and teacher assessment.

Role of the Geography Leader

- **To ensure that the Geography policy is implemented and to keep up to date with reviews.**
- **To have oversight of the Geography curriculum and keep up to date with local and national changes.**
- **To monitor, review and update resources.**
- **To monitor pupil progress and achievement.**
- **To maintain and build priorities set by the school.**
- **To develop links with the community.**
- **To coach, mentor and support teachers in developing their strengths in teaching Geography, including planning, arranging and delivering CPD as appropriate.**
- **To liaise with parents to ensure all children receive their entitlement.**

Entitlement and Inclusion - EAL, PP, SC, SEND, More Able

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

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