

# Geography Policy



Policy updated by Miss Scotting (Geography leader): December 2023

Policy approved by Governors: January 2024

A handwritten signature in black ink that reads "Fiona Taylor".

Chair of Governors

A handwritten signature in black ink that reads "Mr M Grogan".

Headteacher

Policy shared with staff and shared on the school website: January 2024

***'Never settle for less than your best'***

## GEOGRAPHY POLICY

### Our school motto

Never settle for less than your best.

### Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

### Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

### Introduction

This document is a statement of aims, principles and strategies for the teaching of Geography at St. George's Central CE Primary School and Nursery. Geography is taught in Early Years as an element of Understanding of the World through the EYFS Curriculum. It is the decision of the governors and staff, in Key Stage 1 and 2 to use the Clive Davies Challenge Curriculum to provide a rich, broad and creative approach to learning. Due to the mixed class arrangement, our topics are planned on a 2-year cycle, with each class covering a new topic (Geography or History based) each term or half-term. This approach provides a context for learning, whilst also covering all objectives of the National Curriculum. Where possible, other lessons, particularly English and ICT lessons, link closely with these topics. The implementation of this policy is the responsibility of the Geography leader, governors and all staff.

### What is Geography?

A high-quality geography education should inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip children 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 children 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 provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Fieldwork studies should strengthen children's understanding of their own and wider communities in order to develop a sense of pride and willingness to protect the world around them for the future.

### Aims

- 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.
- To 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.

To ensure children 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.
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

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### Curriculum content and skills

In Early Years the children will learn through talking about their own experiences, walks, educational trips, authentic resources, stories and factual books. Geographical learning in Early Years will be delivered in planned sessions and imbued throughout the curriculum, supported by an 'in the moment' planning approach. In Key Stages 1 and 2 Geography is taught for a full afternoon once every two weeks, following the schools new Week A, Week B approach to teaching and learning. We also endeavour to integrate Geography into all other areas of the curriculum throughout the week as appropriate. We follow the Clive Davies Challenge curriculum, which gives us an initial question to start the topic with, for example: 'Would you rather live in Manchester or Gwynedd?' Some of these questions have been adapted to support the teaching of Geography in our own local area to personalise the children's learning experiences. From this, children formulate questions before each topic begins, based on what they personally would like to find out. For example: 'What attractions are there in Gwynedd?' Teachers then plan learning opportunities which enable children to answer their questions. Non-negotiable objectives and skills, taken directly from the National Curriculum and from the Clive Davies curriculum are evident on the schools long-term plans and are then used to create medium term plans. Each topic contains a 'WOW' event to engage the children and will end with a presentation of learning.

### Skills and processes in Geography

In the Foundation Stage, children will talk about the natural world and how and why things happen. They will explore the different weather we experience and talk about how the different weather affects our behaviour. They will look at different buildings in their local environment and the purpose they serve e.g. our home and school. They will learn to use terms to distinguish a variety of places e.g. town, countryside, coastal areas. The children will comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. They will compare the local environment with the wider world looking at similarities and differences.

In Key Stages 1 and 2, children will use geographical skills, including first-hand observation, to enhance their locational awareness. Children should begin to use subject-specific vocabulary relating to human and physical geography. Children should be taught geographical skills relating to the following areas:

- Locational knowledge;
- Place knowledge;
- Human and physical geography.

In Key Stage 1, children will be taught to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied through the Clive Davies Curriculum. They will use simple compass directions (North, South, East and West) and locational and directional language. For example, left and right; near and far, to describe the location of places and routes on a map. They will use aerial photographs / plan perspectives to enable them to recognise landmarks and basic human and physical features. They will be able to devise a simple map, using basic symbols in a key. Children will use simple observational skills and fieldwork to study the geography of their school and its grounds. They will look at the key human and physical features of its surrounding environment.

In Key Stage 2, children will be able to use maps, globes and digital/computer mapping to locate countries. They will be able to describe the features being studied. Children will use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Children will use fieldwork to enable them to observe, measure, record and present the human and physical features in the local area using a range of methods. This may include sketch maps, plans and graphs, and digital technologies.

### Computing

Children are given opportunities to apply and develop their ICT capacity through relevant Geography programs and access to the internet. Where possible, ICT lessons link to the children's topic lessons to provide greater depth to learning.

### Cross Curricular links

Where possible, other lessons, particularly English and ICT lessons, link closely with topics. Practical Geography lessons are important, with maps, models and fieldwork playing a key part. Trips and visitors to school also greatly enhance our Geography curriculum.

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## Resources

Each Key Stage has its own set of resources to support topics. There are also central Geography resources stored in KS2 and other locations around school.

## Assessment, recording and reporting

Teachers will regularly assess children's learning, using this information to guide and inform planning to meet children's individual learning needs. Assessments will take place in many different forms for example, verbal discussions, quizzes or written responses throughout and at the end of the topic. At the end of each topic, the teacher will carry out assessments linked to the Medium-Term Plan objectives. A best fit level will then be given at the end of the as an overall level of learning. This levelling will be graded as set out in the school's Assessment Policy. The subject leader will monitor the subject in a variety of ways throughout the year. This may include scrutiny of planning, children's books, displays and pupil interviews.

## Monitoring and Evaluation

Monitoring activities which we will carry out may include:

- Lesson observations;
- Regular review of the Geography policy and Curriculum;
- Pupil and staff interviews/questionnaires;
- Pupil/staff/parent surveys;
- Scrutinising staff planning;
- Samples of children's work.

Evaluation activities which we will carry out may include:

- Teacher and pupil evaluations;
- Evidence from lesson observations;
- Feedback and evaluation by pupils.

## The role of the Geography leader

- To write a Geography policy in consultation with other members of staff and governors.
- To write an annual action plan showing key areas of development for Geography.
- To advise teachers on the Geography curriculum.
- To ensure the adequate and appropriate provision of resources, and that teachers are aware of how to use the resources available.
- To arrange the purchase of Geography resources within an agreed budget.
- To keep up to date with recent educational thinking about the teaching of Geography and to attend courses and relevant training.
- To advise the Headteacher of strengths and areas for development in the Geography curriculum and resources within the school.
- To monitor the Geography curriculum within school and to have a clear understanding of standards.
- To address any issues relating to pupil progress in consultation with the Headteacher and members of staff.
- To keep a portfolio of photographic evidence.

## The role of the Governing Body

**The Governing Body is responsible for ensuring that:**

- There is a current policy statement and curriculum for the teaching of Geography.
- Geography is included in the basic curriculum.
- Sufficient time and resources are devoted to Geography to enable the school to meet its legal obligations and to deliver a quality Geography curriculum.

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## The role of the Headteacher

### **It is the Headteacher's duty to ensure that:**

- A Geography education is provided in accordance with the Governors' Agreed Syllabus for all registered children at the school.
- Appropriate staffing and resources are made available to meet the aims and objectives of Geography within the school.

### Conclusion

At St. George's Central we believe that it is our professional duty to share this policy with all new members of staff, parents and carers on request. The policy will be reviewed in the light of experiences, new developments or requirements. The leader will discuss any aspect of this policy on request.

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