

The Canons C of E Primary School

Geography Policy

1. Intent and Implementation

1.1 A high-quality geography education should inspire in pupils a curiosity and fascination about the world, its people and their own place within it; taking into consideration our pupil's lived experiences and their cultural capital and expanding their opportunities to live life in all its fullness. Encouraging them to provoke and answer questions about their natural and human worlds. Teaching 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. As pupils 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, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

- Geography is important because:
 - The knowledge contained in it is essential to our understanding of the world in which we live, local and global.
 - The skills and knowledge of geography are life skills.
 - Concern for the environment is essential in order to ensure a quality future for all.
- Geography is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in the National Curriculum. Each key stage "Programme of Study" has the following components:
 - Geographical enquiry and skills.
 - Knowledge and understanding of places: from the locality of the school in KS1 to a locality in a country that is less economically developed in KS2.
 - Knowledge and understanding of patterns and processes.
 - Knowledge and understanding of environmental change and sustainable development.

1.2 The aims of geography are:

- To enable children 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 increase children's knowledge of 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 develop a variety of other 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.

2. Teaching and Learning Styles

2.1 When teaching Geography we use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, videos and aerial photographs, and we enable them to use digital mapping in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. Children learn about other places through reading stories with settings in different places and in different landscapes. They make outside visits. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem. This is to allow children to build upon and enhance their cultural capital within the world they live.

2.2 The Geography curriculum in KS1 and KS2 is organised on a topic basis such as 'Extreme Earth' and 'Rivers'.

- The emphasis in our teaching of geography is on acquiring knowledge and relevant geographical skills through the study of **real places**.
- There is no specialist teaching in geography, it is taught by class teachers.
- Teaching Assistants are used in geography if available, to assist as appropriate.
- Homework is sometimes used to support geography e.g. through topic projects.
- Equal opportunities are addressed by the whole school policy but particular care is taken in geography to provide a balanced choice of countries and cultures and to give to give a full and fair representation of other cultures.
- Excellence in geography is celebrated through display, presentation and their Geography books.

2.3 We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks that are adapted so all children can access the geography curriculum;
- Each lesson begins with a big question to give children a focus for the lesson;

3. Geography Curriculum Planning

3.1 Our curriculum planning is in three phases (long-term, medium-term and short term). Our long-term plan maps the geography topics studied during each key stage. The geography subject leader agrees this in conjunction with teaching colleagues. A class will not do geography every term. We frequently combine geographical study with work in other subject areas.

3.2 We use the national scheme of work for geography as the basis for our curriculum planning, along with the Geography Learning Ladders targets developed for each year group. We have adapted the national scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

3.3 Each class teacher creates a plan for each lesson. These lesson plans focus on specific learning objectives. The class teacher keeps these individual plans, and may discuss them with the geography subject leader on an informal basis.

3.4 We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

4. The contribution of geography to teaching in other curriculum areas

4.1 Literacy: Geography makes a significant contribution to the teaching of Literacy in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in Literacy are geographical in nature. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports.

4.2 Maths: Geography in our school contributes to the teaching of Maths in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale, direction and distance and they learn how to use grid references. They learn about temperature. They also use graphs to explore, analyse and illustrate a variety of data.

4.3 History: In their History work, children use maps and investigate sites. They find out about journeys that people made and how places have changed.

4.4 Use of technology: We make provision for the children to technology in geography lessons where appropriate. Children use technology in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet and can develop map-reading skills through using programmes designed for this such as 'Digimaps'.

4.5 Personal, social and health education (PSHE): Geography contributes significantly to the teaching of PSHE. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. Thus geography in our school promotes the concept of positive citizenship.

4.6 Spiritual, moral, social and cultural development: We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about varied localities, we help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

5. Assessment, Recording and Reporting

5.1 To assess pupils' progress in geography we:

- Gather evidence of what individual pupils know, understand and can do in geography by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Make summative end of key stage judgements using the school Learning Ladders targets. To ensure that these are accurate, we have developed a portfolio of pupils' work and analysis of pupils' performance.
- Integrate AFL into each lesson through the use of pre and post-assessments and quality-first teaching practise.

6. Resources

6.1 We have resources in our school to be able to teach all the geography units we have planned and these are reviewed by the staff to ensure that they match the topics being taught and are age-appropriate. In the library we are developing our range of geography topic books. Computer software for geography is available through the laptops and computers.

7. Fieldwork

7.1 Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. From year 1-6 the children will complete a fieldwork opportunity. KS1 and lower KS2 complete studies of the local area. The school is also developing the outside area to create geographical observations for the children.

8. Monitoring and Review

8.1 The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. We allocate some time for subject coordination.

Signed: Helen Dreher and Millie Thomas

Date: November 2024