



Geography Policy

Person responsible: Headteacher
Ratified by the governing body: Summer 18
Date for review: Summer21

A handwritten signature in black ink, appearing to read 'Anne-Marie Renshaw', is positioned above the printed name.

Revernd Anne-Marie Renshaw
Chair of Governors

Rationale:

Through the teaching of Geography at Messing Primary School, pupils are given opportunities to gain an insight into the nature of the world in which they live. They do this by developing their understanding of locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. Pupils learn to use investigative and problem solving skills, both inside and outside the classroom.

The Geography curriculum also provides opportunities for pupils to learn about the richness and variety of the societies and cultures within the world in which they live; they can begin to think about their rights and responsibilities to other people, equipping them with the necessary knowledge, understanding, skills and attitudes for life in Britain's multi-cultural society.

Aims:

- Help pupils develop knowledge and understanding of places and themes including patterns and processes;
- Foster children's sense of wonder at the world around them;
- Help pupils develop a sense of identity through learning about the UK and its relationships with other countries;
- Develop an informed concern about the future of our planet;
- Enhance children's sense of responsibility for the care of the earth and its inhabitants;
- Teach the skills and knowledge necessary to develop children as geographers;
- Encourage learning through enquiry-based projects and lessons in order to develop children's independent research skills;
- Help children understand how to use a map in a variety of different contexts.

Key Skills:

By the end of Key Stage 1, the majority of pupils will be able to:

- Name and locate the world's seven continents and five oceans;
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country;
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop;
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;

- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map;
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key;
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

By the end of KS2, the majority of pupils will be able to:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time;
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America;

Teaching and Learning:

The staff at Messing Primary School regularly review and adapt the long term curriculum planning to ensure it remains relevant and engaging for pupils

Elements of Geography are delivered to the Reception children through the Early Years Foundation Stage Curriculum (Understanding of the World) and are incorporated into topic work.

In Key Stage 1 and 2 Geography is taught through topics on a two-year rolling programme with a focus on cross curricular links and writing opportunities. We aim to exploit opportunities for cross-curricular work so that learning is placed within a firm context.

In KS1 and KS2 there are four key elements or skills to be developed:

1. Locational knowledge;
2. Place knowledge;
3. Human and physical geography
4. Geographical skills and fieldwork.

We encourage pupils to learn through first-hand experience, practical activities and experimentation. We make use of our school grounds and have access to a local wooded area.

We use a wide range of teaching strategies which cater for a diversity of interests and learning styles; work is differentiated to meet needs with both support and challenge.

We aim to exploit opportunities for cross-curricular work so that learning is placed within a firm context.

Opportunities are taken to develop independent research and study skills through the use of books and ICT. Appropriate resources will be available to ensure that pupils have access to secondary resources through our School Library.

We provide a curriculum which presents positive images of religion, countries, faiths and cultures from around the world and actively challenges stereotypes. We are continuing to look for opportunities to develop internationalism through links with countries around the world.

Special Educational Needs

Children with Special Educational Needs, whether they have a specific difficulty or a particular talent in Geography, have access to the same broadly balanced curriculum as their peers. It is the teacher's role to adapt tasks and activities to the individual needs of each child in his/her class. This should be clearly outlined in the teacher's planning.

Equality of Opportunity

Within the teaching of Geography, we aim to ensure that all pupils regardless of age, disability, race, religion or belief, sex, attainment and background, have full access to the Geography curriculum. Teachers respond to diverse learning needs so that pupils are appropriately supported and challenged to experience success in learning and achieve as high a standard as possible.

As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters. We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, sex, attainment and background, to ensure that every child really does matter.

Monitoring

The Geography Leader is responsible, along with the Headteacher, for monitoring the Geography provision within the school.

Healthy and Safety

Staff will ensure the safe, appropriate handling and storage of materials and equipment.

Extra care is taken in the outdoor environment, and risk assessments will be carried out for educational visits, in line with policy and procedures outlined by the Educational Visits Co-ordinator.

Roles and Responsibilities

The Geography Leader/Headteacher will:

- Support colleagues, where the need exists, in their development of planning, the implementation of the curriculum, assessment and record keeping activities;
- Review and update an inventory of resources;
- Ensure staff are aware of the resources available;
- Monitor work throughout the school including planning, teaching and learning, assessment and use of resources in line with the School Development and Monitoring Plan;
- Arrange staff training as the need arises with the CPD Manager;
- Liaise with outside agencies, when appropriate;
- Remain up-to-date with new developments in Geography;
- Report to the Senior Management Team / Governing Body, when requested.

Resourcing

The Geography Leader is responsible for organising and reviewing resources for Geography, ensuring that staff are aware of new resources.

Assessment and Reporting Arrangements:

Continuity and progression through the school is essential. We believe that monitoring and assessment is an integral part of future planning and thus helps us to maintain the delivery of a broad and balanced curriculum. Teacher assessments are in line with National Curriculum expectations. Geography is assessed, alongside other non-core subjects, using a given assessment format. Ongoing assessment is used to inform planning and teaching.

Opportunities for formative assessment are provided through:

- teacher observation while work is in progress;
- children reflecting on their work - reviewing, talking about and sharing work, during or at the end of the working session;
- book scrutiny;
- marking and feedback.

Chris Quigley 'milestones' are used to inform assessments and next steps learning. Pupil progress and attainment is communicated to parents through parent consultations and written reports.