

Sutton Veny CofE Primary School

Geography Policy

Rationale

Geography learning is about learning from the real world, about the real world, in the real world. It should inspire and ignite children's curiosity in the local community and the wider world. The role of Geography is to enable pupils to understand the relationships between places, the human and physical processes that shape them, and the people who live in them. It is concerned with the past, present and future and helps pupils to make sense of the outside world. Geography is about seeing, doing, enquiring and experiencing and it helps to prepare our children to become global citizens, who will be able to live and work in a rapidly changing international society.

At Sutton Veny, Geography teaches an understanding of places and environments. Through their work in Geography, children learn about their local area and compare their life in this area with that of other regions in the United Kingdom and the rest of the globe. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Teaching Geography also motivates children to find out about the physical world and it enables them to recognise the importance of sustainable development for the future of mankind.

Aims of objectives

Through our teaching of Geography, we aim to:

- Stimulate pupils' interest in and curiosity about their surroundings;
- Increase their knowledge and understanding of the changing world;
- Encourage pupils to ask questions and propose solutions to environmental problems;
- Develop pupils' competence in specific geographical skills, fostering a sense of responsibility for the earth and its resources.

Through our teaching of Geography, we can also:

- Improve pupils' skills in English, Maths and Computing;
- Extend children's PSHE (Personal, Social and Health Education and Citizenship) learning;
- Develop pupils' thinking skills;
- Promote children's awareness and understanding of gender, cultural, spiritual and moral issues;
- Develop pupils as active, global citizens.

We aim to link these aims to our school's Christian values of *courage, creativity, peace, trust, forgiveness, justice, thankfulness, compassion, friendship, hope, truthfulness* and *humility* wherever possible.

Teaching and Learning of Geography:

We use a wide 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 and aerial photographs. We enable them to use ICT in Geography lessons where this serves to enhance their learning. Children take part in role play and discussions and they engage in problem-solving activities. Wherever possible, we involve the children or use the internet to investigate a current issue.

Curriculum

Geography is taught in blocks throughout the year, so that the children can achieve depth in their learning. Our long term plan maps the Geography topics studied in each term during each key stage. The Geography Leader works this out in conjunction with teaching colleagues in every year group. Where possible, we combine geographical study with work in other subjects. We plan topics in Geography so that they build on prior learning. Children of all abilities have the opportunity to develop skills and knowledge in each unit. Through planned progression built into the scheme of work, we offer our children increasing challenge as they move up through the school.

In line with the National Curriculum, children are provided with an awe and wonder experience to foster an immediate interest in their subject area. They are then provided with opportunities to enhance their curiosity. We provide real-life learning, such as trips, visitors and hooks as often as possible in order to provide cultural capital and to make the children's learning both real and memorable.

Geography may be taught in a cross-curricular approach across a range of subjects in order to enhance the children's knowledge and understanding of the world. As such, the teaching of geographical skills or knowledge may not always be taught through Geography lessons.

Fieldwork is essential to good geography teaching and we include as many opportunities as possible to involve children in practical geographical research and enquiry.

Foundation Stage

In or Reception Class (Auckland), Geography is 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 in the Early Learning Goals (ELGs). Geography makes a significant contribution to the development of each child's knowledge and understanding of the world. Many of the basic skills, knowledge and understanding which are important for geography are developed through cross-curricular activities. Specific activities may be focused tasks led by an adult or they could be child-initiated.

Key Stages 1 and 2

We use the National Curriculum Programmes of Study for Geography, from the New Primary Curriculum 2014, as the basis for our curriculum planning for Key Stages 1 and 2. We have adapted the national scheme to the local circumstances of our school, ie. we make use of the local environment for 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.

Spiritual, Moral, Social and Cultural Development

We offer the children at our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world. Through teaching about contrasting localities, we enable the children to learn about possible inequalities and injustices in the world. 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 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.

Assessment and Recording

At Sutton Veny, assessment is an integral part of the teaching process. Assessment will be in accordance with the school's Assessment policy and is used to inform planning and to facilitate differentiation. The assessment of children's work is ongoing, so as to ensure that understanding is being achieved and that progress is being made. Our *'Being a Geographer'* assessment sheets are used consistently across Key Stages 1 and 2 in order to ensure a progressive learning journey through the school. Feedback is given to the children as soon as possible, and marking will be guided by the school's Marking and Assessment Policy. Appropriate next steps or opportunities to up-level work will be provided for the children as appropriate. Attainment is assessed summatively throughout each unit and is reported to parents and the next teacher at the end of each academic year; children are assessed against the requirements of the National Curriculum and this is reported as a 1 (working towards the national standard), a 2 (working at the expected national standard) or a 3 (exceeding the national standard).

Resources

We have a range of text books, including a class set of atlases for Key Stage 1 and 2. We also have access to interactive boards, to access the internet, in every class. All classes are able to borrow geography resource boxes, including a wide variety of books, from *Wiltshire Learning Resources* throughout the year, which further enrich the children's learning experiences related to their given topics. Visits are planned to enhance learning and to provide more opportunities for 'hands on' activities.

Equal Opportunities, Inclusion and Differentiation

At our school, we teach Geography to all children, whatever their ability and individual needs. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. We recognize 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 of increasing difficulty, some children not completing all tasks;
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources of different complexity according to the ability of the child;
- Using Teaching Partners to support the work of individual or groups of children.

Through our Geography teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Educational Plans (IEPs). We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those with English as an additional language, and we take all reasonable steps to achieve this. We provide learning opportunities that enable *all* children to make good progress.

Through Geography, cultural diversity is explored and celebrated through studies of other countries and cultures.

Role of the Geography Leader

The Geography Leader is responsible for improving the standards of teaching and learning in Geography through:

- Preparing and reviewing policy documents, curriculum plans, schemes of work for the subject;
- Encouraging staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for all pupils at different stages of development, and which enables all pupils to progress in the subject;
- Helping colleagues to develop their subject expertise;
- Organising and monitoring colleagues' professional development;
- Collecting, evaluating and informing staff of all resources;
- Ensuring standard formats for assessment and monitoring are being used;
- Providing annual subject action plans, including costings and priorities, which will, in turn, help to inform the school development plan;
- Organising and advising on the contribution of Geography to other curriculum areas, including cross-curricular teaching and learning opportunities;
- Helping with monitoring and evaluation of the effectiveness of the subject within the school through book scrutiny, lesson observations, accessing teacher planning and providing opportunities for children to voice their own opinions and reflections on the subject.

Role of the Class Teacher

The class teacher's role is to:

- Ensure coverage of Geography for their year group/ Key Stage;
- Inform the Geography Leader of any resources needed in order to deliver the units before they arise in the curriculum;
- Plan and deliver lessons which appeal to all learners, and to enthuse, as well as educate, all of the children in their class.

Role of the Head teacher

The Head teacher's role is to:

- Support the Geography Leader;
- Allocate the budget.

Subject Leader: Becky Blake

Date: July 2021 (ES)

Next Review: April 2022 (BB)