



# Geography Policy

---

Adopted by Ashby Willesley Primary School on:	Date: 28 February 2022
This policy will be reviewed	As policies, procedures and regulations are updated.
Version	1.0

For the purpose of this policy, the 'Head Teacher' refers to the Executive Head teacher, Head teacher or Head of School.

**Intent Statement:** Our Geography Curriculum encourages our children to have curiosity and inquisitiveness about the world in which they live, whilst comparing and contrasting features.

## Introduction

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value. Geography enriches other areas of the curriculum such as: English (communication skills), Maths (interpreting data), ICT (direct a programmable toy) and PSHCE (empathy with others).

## Our Aims

Ashby Willesley Primary School we believe that high quality teaching of geography is about:

- Developing a sense of place.
- Developing skills in investigating the physical and human features of the pupils' surroundings.
- Increasing pupils' knowledge and understanding of the different communities and cultures within Ashby Willesley Primary School, their locality and the world and understanding how these all relate to one another.
- Developing pupils' competence in specific geographical skills (such as use of maps, secondary sources, ICT, aerial photographs, data logging equipment and considering evidence from a range of sources).
- Develop a sense of responsibility and respect for our school grounds, earth, its people and its resources.
- Developing an awareness that the world extends beyond the pupil's own environment.

We link these wherever possible to our Ashby Willesley Core Values.

## Curriculum

Children follow the 2014 National Curriculum for Geography which sees them undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. 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 through the year groups.

The Geography curriculum is part of the school long-term plan where themes are covered termly and many topics are covered across a number of subjects. Health and Safety Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills.

## **Resources**

Resources for teaching the key concepts and skills of Geography are stored in school. There are a selection of information books, pictures and photos, atlases, globes, visual media (including aerial photographs), maps, compasses, graphs, measuring equipment and the internet.

## **Teaching and Learning**

The curriculum is delivered through cross-curricular topics and is integrated within Literacy and Numeracy. At Ashby Willesley Primary School, we aim to teach high quality geography around our creative topics (although some learning objectives may need to be taught explicitly). Geography is taught through practical, appropriate activities which help to provide a context for learning.

## **Early Years**

Geography is taught in Foundation Stage 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 three to five. Geography makes a significant contribution to the 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.

## **Key Stage 1**

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.

## **Key Stage 2**

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.

## **Assessment, Recording and Reporting**

Pupils' work and progress are assessed during lessons and on completion of work using a range of formative assessment processes e.g. questioning, discussion, marking (as per the feedback policy). Attainment is assessed at the end of each year against the requirements of the National Curriculum. This is reported using Symphony on Track and informs future planning. Pupils' achievements in the subject are reported to parents on the end of year report.

## **The Role of the Geography Co-ordinator is to:**

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing geography.
- Renew, update and oversee the audit of resources needed to deliver the curriculum.
- Monitor and evaluate the learning and teaching of geography.
- Develop assessment and record keeping ensuring progression and continuity.
- Keep informed of developments in the teaching and learning of geography.

## **Equal Opportunities, Inclusion & Differentiation**

All children regardless of race, culture, religion, social background, gender or academic ability, have equal access to Geography in order to develop their personal, geographical capability. We carefully plan, monitor and assess to ensure all of our pupils feel valued. Fieldwork may be adapted to take into account individual requirements. Learning is challenging, yet achievable by all children, whatever their abilities and differentiation is achieved by both work set and outcome. We aim to teach children to uphold where applicable, British Values and a mutual respect and tolerance of those with different faiths and beliefs.