



Ridgeway Primary School

Policy for Geography

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Introduction

At Ridgeway Primary School we are committed to providing all children with learning opportunities to engage in Geography. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

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. With opportunities to travel and work in different cities and countries across the world, pupils need to use maps, charts and other geographical data efficiently. The opportunities for the children to carry out geographical enquiry, such as fieldwork investigations are also important.

At Ridgeway, we want to promote a love of learning outdoors and we have an excellent Forest School facility in which to do this. We want to encourage children to love the outdoors and make them aware of their effect upon their surroundings, their own responsibilities and how they can contribute. (See Eco policy)

Vision & Aims

- Stimulate pupils' enthusiasm for, and curiosity about their surroundings and the wider world
- Develop 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).
- Foster a sense of responsibility and respect for our school grounds, earth, its people and its resources.
- Encouraging pupils to ask questions and propose solutions.
- To develop respect for the diverse ways in which people live, and an appreciation of our multi-cultural society.
- To be aware of problems in their immediate environment and know how they have to play a part in sustaining it.
- Increase their knowledge and understanding of the changing world.
- To have an appreciation of other people's views and values.

Organisation of the Curriculum

Activities to ensure National Curriculum coverage and a progression of skills have been planned by the coordinator and teachers representing each year group. Each year, two topics are taught where all of the National Curriculum objectives are covered, with the exception of Year 6. A skills progression document has recently been developed which outlines the key objectives that each year group needs to cover. Foundation subject plans are produced for all year groups, except for the early years. During both Key Stages, Geography is taught in a lively, practical way that has relevance to the children's experiences. Topics have been decided based on the objectives suggested in the 2014 National Curriculum. Lessons use a range of imaginative activities such as story, drama, art and ICT.

Programmes of Study

Geography is a National Curriculum foundation subject with designated programmes of study.

The programmes of study for both Key Stage 1 and 2 are based on-

- Locational knowledge
- Place knowledge

- Human and physical geography
- Geographical skills and fieldwork

Teaching should ensure that geographical enquiry skills are used when developing knowledge and understanding of places, patterns and processes, and environmental change and sustainable development.

Curriculum Progression

EYFS

Geography is taught in EYFS 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 ELG 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 one

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 and study the seven continents and capital cities of the UK. 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 two

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. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

They will study:

- a) A locality in the UK
- b) A contrasting locality within Europe or the rest of the world
- c) Years 3, 4 and 5 will study a physical aspect geography

Planning and Teaching

Each year group is required to plan for two Geography topics a year. The long-term planning shows which topics are being covered and how they link with the topic for that half-term. Pupils should be taught to develop their understanding of their local environment and the world around them as outlined in the Geography National Curriculum programmes of study, Foundation Stage plan to Early Learning Goals and the Early Years' Profile. We ensure, where possible, we make use of the local environment.

We use a variety of teaching and learning styles in Geography lessons. Our principal aim is to develop children's skills, knowledge and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in a discussion or through research activities. We encourage the children to ask, as well as answer questions, which will help them to understand and empathise with other cultures. They use ICT in Geography lessons where it enhances their learning, such as Google maps or atlases. The children develop their speaking and listening skills through discussions. They engage in a wide variety of problem-solving activities.

Inclusion

Activities both within and outside the classroom are planned in such a way that encourages full and active participation by all children, irrespective of ability. Every effort will be made to ensure that activities are equally interesting to both boys and girls. The places studied should present opportunities for the children to gain an understanding of

environments, which contrast with their own. Work will be differentiated appropriately and, where necessary the child may have the support of a TA or classroom helper. Support is provided for children attending fieldtrips.

Cross-curricular opportunities

English

Geography contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing in their English lessons. Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. At Key Stage 2, we organise debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters. Our 'Everybody Loves Learning' weeks also offer children the chance to write extended pieces to inform or persuade.

Maths

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

ICT

We use ICT to support Geography teaching when appropriate. The children use ICT to collect information and to present their ideas through different software programs such as PowerPoint. We also use ICT to access live maps and atlases from across the globe, using Google Earth and Google maps.

Personal, social, and health education and citizenship.

Geography can inspire pupils to develop their concept of themselves as a global citizen and become aware of a range of social issues, which would be beyond their own experience. For example, children study the way people recycle materials and how environments can be changed for better or for worse and the impact an individual may make. Therefore, Geography in our school promotes the concept of positive citizenship.

Spiritual , moral, social and cultural development

Spiritual development:

A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future.

Moral development:

By helping pupils to reflect on how the environment is affected by decisions made by people, children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social development:

Through Geography teaching, pupils will understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural development:

By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity

Assessment & Recording

Assessment tasks may be suggested in the foundation planning and will usually be specifically set by the year group teachers. They are built in to become a part of the children's general assignments and linked to the learning objectives. They will also be based on an assessment of key skills and essential knowledge and understanding within Geography. Methods of assessment will vary as appropriate to the learning. At the end of each term, teachers fill in Foundation Assessment Grids to show children's attainment in geography. Below, expected and above standards are used to judge children's ability.

Reporting

When a Geography observation is added to Tapestry, a notification will be sent to the parent/ carer who is then able to access the information. Teachers will also comment on attainment in end of year reports and parent's evenings if necessary.

The role of the co-ordinator

Monitoring the standards of children's work and the quality of teaching in Geography is the responsibility of subject leader, supported by the head teacher and colleagues from the Foundation Development Team. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for Geography in the school.

Health & Safety/Safeguarding Considerations

Please see the Educational Visits policy for information concerning health and safety when on educational visits.

Prevent statement

At Ridgeway Primary School we aim to prepare our students to become good citizens of the future. Through our curriculum we teach pupils British values and how to celebrate diversity. We aim to raise their awareness of radicalisation and extremist views, whatever the source. We have adopted the principles and advice found in 'Keeping Children Safe in Education 2016' and the 2011 'Prevent Strategy'. These are incorporated into our school policy on tackling extremism. For more information please read the School Policy on Preventing Extremism and Radicalisation

Document History:

June 2011	Presented to curriculum committee for approval
October 2015	Updated in line with new 2014 curriculum. Presented to Curriculum & Achievement Committee 11 th November 2015.
June 2019	Reviewed and updated. Presented to Teaching & Learning Committee 27 th June 2019

This policy is due for renewal in May 2022