



# Geography Policy

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Chair of Governors**

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Headteacher**

Adopted and Approved by the Governing Body: **October 2023**

Review Date: **October 2027**

## **Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning at Singlewell Primary School. It was developed through a process of consultation and in consideration of the demands of the National Curriculum.

## **What is Geography?**

Geography is a valued part of the curriculum, providing a purposeful means for 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. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment.

Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

## **Broad Aims of Geography**

- To stimulate pupils' interest in the world around them and to foster a sense of wonder at the world around them.
- To help pupils develop an informed concern for the quality of the environment.
- To enhance pupils' sense of responsibility for the care of the earth and its people.
- To develop a range of skills to interpret geographical information and to carry out geographical enquiry.

## **Aims of Geography**

The aims of geography are:

- To inspire pupils about the world and its people.
- To provide pupils with knowledge about diverse places, people, resources and natural and human environments.
- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To obtain Geographical knowledge, understanding and skills.
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

## **Principles of the Teaching and Learning of Geography**

The teaching of Geography encompasses the acquisition of four key areas of learning:

- Locational knowledge.
- Place knowledge.
- Human and physical geography.
- Geographical skills and field work.

## **Intent for Geography Curriculum**

At Singlewell Primary School we aim to instil in our pupils a **curiosity** and fascination about the world around them. Pupils will investigate and make enquiries about their local area so that they can develop a real sense of who they are and where they come from. We want them to have knowledge of not only Gravesend and of the UK, but also to have a wider picture of the world as a whole, the similarities and differences in people and places; and to consider their part within it as a valuable world citizen with a responsibility to look after our planet and its peoples. As our pupils progress, their growing knowledge about the world will 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. We aim to instil an **ambitious** approach to our geographical studies and hope to create **resilient** learners.

## **Implementation**

Geography is taught through a variety of topics, which provide KS1 and KS2 pupils with the opportunity to develop the knowledge and skills outlined in the 2014 National Curriculums Programme of Study. In addition to providing variety, our curriculum is progressive in that it allows pupils to build on previous key concepts and skills. Our progression document outlines how geographical skills and concepts are taught progressively.

Differentiation within classes may be by the task set, but more often by the level of support and teacher expectation of outcome. Staff will use an enquiry approach to challenge more-able children. We teach geography in our EYFS classes as an integral part of the topic work covered during the year. Children work towards the Early Learning Goal 'People, Culture and Communities' which falls under the Understanding the World area of learning. Children in The EYFS will explore their immediate environment, other cultures and religions and other countries through discussion, fiction and non-fiction texts and maps, where appropriate.

## **Cross Curricular links**

Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas.

## **English**

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of key, subject specific vocabulary.

## **Maths**

- Pupils use their knowledge and understanding of measurement and data handling.
- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

## **Science**

- Pupils use their knowledge of the natural world to identify and analyse features of physical geography.
- Pupils' investigative and practical skills are developed through the use of problem-solving activities.

## **Computing.**

- ICT will be used to enhance pupils' learning.
- Pupils will use ICT to locate and research information.
- ICT will be used to record findings, using text, data and tables.

## **PHSE – Global links**

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination.
- Pupils are encouraged to think about the effect of humans actions on the environment.
- Current geographical developments and issues will be discussed in the classroom, where appropriate.

## **Equal opportunities and inclusion**

We ensure equal access for all children to the curriculum. Staff will plan activities so that all pupils are able to develop their knowledge, skills and understanding in the subject. This may include adapting teaching, objective outcomes and content in the lessons to suit different learning styles and abilities. Our curriculum will meet the current learners in the cohort and adaptations are made where necessary.

Accessibility to the curriculum is always prioritised - visual aids, scaffolding, specialist equipment and other learning prompts are planned in where needed. We recognise that children have a wide range of abilities and ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- Setting tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks).
- Sometimes grouping children by ability and setting different tasks for each ability group.
- Providing resources of different complexity, matched to the ability of the child.
- Using resources and aids to support the work of individual children or groups of children.

## **Impact and Assessment, Recording and Reporting**

At Singlewell feedback and assessment for learning (AFL) is integrated into all parts of the teaching and learning process. Summative assessment in geography is carried out at the end of each unit of work. Assessment provides teachers and pupils with the knowledge of what has been learnt and address any gaps in learning – knowledge and skills.

There is no statutory teacher assessment in KS1 and KS2 for Geography.

## **Subject Lead role**

The Geography co-ordinator leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Identifying training needs of staff through monitoring and performance management review.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.

## **Health and Safety**

Fieldwork is particularly important in geography, be it a day trip or residential. When planning a visit, teachers must complete a risk assessment and be aware of the school emergency procedures for trips and Local Authority's policies on visits and excursions within and outside the local area.

We must:

- Relate the objectives of the trip directly to the objectives of the unit being studied.
- Observe Local Authority guidelines.

## **Resources**

Resources for Geography are kept in the year group areas and the Geography cupboard. Resources in the Geography cupboard include atlases, globes, aerial photographs, maps, photographs, geography games, puzzles and information books.