



# Calow Church of England (V.C) Primary School

## Geography Policy

### Introduction - The importance of Geography to the curriculum

Geography helps children make sense of their surroundings and to gain a better appreciation and understanding of the variety of physical and human conditions on the earth's surface. It has direct relevance for the children because it relates to many aspects of their lives and the environment in which they live. It extends children's interest and knowledge beyond their immediate environment and helps them to interpret images and information about people and places, which they acquire from different sources. Children are encouraged to reflect on the Christian ethos where appropriate in their study of Geography. Children are also made aware of the UNCRC and its aims and values which links with work carried out towards the Rights Respecting Schools Award. Through Geography they are encouraged to develop an understanding of global citizenship and sustainability.

### Aims

Children are encouraged to develop:

- a sense of wonder at the beauty of the world around them.
- a sense of identity through learning about the UK and its relationships with other countries.
- an understanding of how to use a map in a variety of different contexts.
- knowledge and understanding of the Earth's physical and human feature and the factors which influence these.
- a greater understanding of the complex interrelationships between physical conditions, natural processes, human activities and the Earth's resources.
- an awareness and understanding of the world's ethnic, cultural and economic diversity
- a sense of responsibility to care for the Earth and its people.
- their learning through enquiry-based projects and independent research skills.

### Teaching and Learning

#### EYFS

In the Foundation Stage children follow the Early Years Foundation Stage Curriculum (September 2012) and they learn geographical knowledge and skills in the Understanding of the World area of learning. Children are encouraged to find out about their own locality, the seaside and the weather. Geographical skills and concepts are developed through topics such as Travelling, My locality and the Seaside and Animals. Children find out about their world through small world play, stories, and through looking at photographs, maps and globes. They achieve the Developmental Matters Outcomes for "The World" at 30-50 months and 40-60 months and work towards achieving the Early Learning Goal for this aspect. Children are assessed and reported as meeting expectations, exceeding or not yet achieving the Early Learning Goal at the end of the Foundation Stage.

In KS1 & KS2 Geography is taught through planning linked to the new National Curriculum 2014.

#### Key Stage One

The National Curriculum Programmes of Study at Key Stage One focuses on developing children's knowledge, skills and understanding of geography. Children should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In Key Stage One children learn about their local environment and study the Isle of Coll, near Scotland. They also study the Non-European countries of Mexico and Kenya. Comparisons are made about these places and children are

encouraged to identify similarities and differences. Children also learn about seasonal and daily weather patterns in UK and they locate hot and cold areas of the World in relation to Equator and North and South Poles.

## **Key stage Two**

The National Curriculum Programmes of Study at Key Stage Two also focuses on developing children's Knowledge, skills and understanding of Geography. Pupils should extend their knowledge and understanding beyond the local area and the United Kingdom to include Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

In Key Stage Two children learn about different areas of British Geography such as the Peak District, York and the Yorkshire Dales, Scotland and Cornwall. They also study areas of Northern Europe, Southern Europe, North America and South America. Aspects of Physical Geography are explored and children learn about climate zones, volcanoes and earthquakes, the water cycle, biomes and vegetation belts, rivers and mountains.

The Geography curriculum should involve children in the process of enquiry. It should help children to ask geographical questions and help them to develop geographical skills, particularly in map work and fieldwork. Children are given opportunities, whenever possible, for first-hand experience of areas or topics to be studied. We aim to approach geographical enquiry through an appropriate variety of approaches to teaching and learning. Outdoor learning is encouraged where appropriate. Fieldwork is an integral part to good geography teaching and learning and we aim to include as many opportunities as possible so that children can be involved in practical geographical research and enquiry.

In all Key Stages cross-curricular opportunities are made wherever possible. Links with Literacy are especially encouraged to improve speaking and listening skills during discussions and reading and writing skills. Links are also made with other subjects whenever possible such as Mathematics, Science, ICT, R.E, PSHE, citizenship and British values. Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collages, models, pictures and role play activities. Children's written evidence will also be recorded in their individual geography book. Examples of children's work will be retained to provide evidence of on-going geography, including photographic evidence of displays to ensure progression and continuity throughout the school

Classes have made links with schools in other countries and this helps to develop understanding of the wider world. All pupils experience Geography regularly and study at least one unit during the Autumn, Spring and Summer terms. Home learning for Geography is given when appropriate. World Day for Cultural Diversity is celebrated annually each May and all classes take a different country to learn about. They share their findings with the whole school in a special assembly.

## **Resources**

The subject leader is responsible for the Geography budget and purchases new resources every year. The schools resource base contains a variety of maps, photographs, books etc. and published materials. Most resources are kept together in our resource room. We endeavour to provide quality and up to date resources to help children develop a greater understanding of their world. The use of the internet is also a research tool used throughout school to enhance geographical understanding.

## **Health and Safety**

Risk assessments are carried out by staff before educational visits take place. The suitability and use of resources and fieldwork opportunities are considered prior to use. School Visitors have CRB checks in line with the school policy. Internet safety is followed in line with the school policy.

## **Inclusion**

Calow Church of England (V.C.) Primary School is committed to ensuring that all children are able to access resources and the curriculum at an appropriate level, where the needs of individuals are catered for to ensure that all children are

able to reach their full potential. It is the responsibility of class teachers to ensure that differentiated work is available at appropriate levels for the children in their class, taking account of levels of ability.

Differentiation may be provided by activities of varying degrees of difficulty with differentiated objectives, different expected outcomes and use of an alternative range of resources or the amount of support given. The progress of vulnerable pupils is tracked to ensure their needs are met appropriately. Children that are placed on the Gifted and Talented register for Geography should be given relevant extension tasks which further their learning and these tasks should be detailed on the relevant planning. Higher attaining children should also be given a wide range of challenging tasks that help them to learn new skills as well as improving existing skills. Teachers needing support with differentiated activities may consult the various planning resources used in School or the advice of the Subject Leader or the Gifted and Talented lead teacher.

In line with our Equal Opportunities Policy we are committed to providing a teaching environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with respect irrespective of age and capability, ethnic diversity, gender, language and home background.

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

Children's progress is monitored through observation and by using planning and learning objectives taken from the New National Curriculum Programme of Study 2014. Teacher assessments of attainment and progress are made at the end of each unit or topic using a range of relevant assessments. These are recorded on APP Geography assessment grids for Foundation and Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Learning intentions can be highlighted when they have been achieved and progress will be assessed against the end of Key Stage Requirements. Children will be recorded as emerging, expected or exceeding these requirements and teacher annotations will offer further information about achievement. The assessment grids then inform future planning and sustain continuity between classes and progression of pupils learning.

Pupils are also given feedback verbally and written feedback provided through "bubble and block" comments in line with the School's Marking and Feedback policy. Children are also encouraged to respond back to these comments. The school assessment cycle includes work scrutiny for geography. Attainment in Geography is reported on end of year reports.

### **Monitoring and Evaluating**

The Subject Leader will monitor teaching and learning in Geography as part of the schools development plan and in line with the monitoring policy. Monitoring takes place through the school environment, professional dialogue and lesson observations. Samples of children's work in Geography and photographs of Geography displays are also kept. Meetings are also held with the student council to gain their opinions about Geography resources, visits and visitors etc. An action plan is developed yearly leading to an end of year position statement about teaching and learning in Geography. The link governor is actively involved, meeting with the subject leader to discuss action plan progress and the position statement.

Approved by Governors: April 2015

Review: