



Geography Policy

Aims:

The aims of geography are:

- To inspire in pupils about the world and its people that will remain with them for the rest of their lives.
- 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.

Curriculum:

Early Years

Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing geographical understanding. This is set out in the early year's curriculum as children needing to:

- Observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

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. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education.

Inclusion and Equal Opportunities:

Geography forms part of Fellgate Primary School's curriculum in which we provide a broad and balanced education to all children and we teach geography to all children whatever their ability. We provide learning opportunities matched to the needs of children with learning difficulties and we consider any targets set for individual children. Geography is also an excellent subject for developing children's spiritual, moral, social and cultural (SMSC) opportunities, as discussions about the use of the world's resources and the impact of different events on the lives of local people deepen the children's ability to understand and empathise with fellow humans across the globe. The opportunities to explore 'putting yourself in someone else's shoes' flourish in the study of geography and it is embraced during the teaching wherever possible.

Planning:

Staff use Cornerstones as the basis for our geography planning. Our curriculum planning is in two phases (long-term and medium-term / topic maps). Our long term plan outlines the geography topics studied across the whole year and medium term plans and topic maps outline the specific targets being covered within each half term. We plan geography to ensure children build on prior learning and 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 up the school.

Differentiation and Challenge:

Children will be supported through appropriate and flexible challenge within the classroom. Children who are 'rapid graspers' or 'working at greater depth' in geography will be challenged through their explanations, through their responses and through careful questioning from teachers.

SEND:

Work is differentiated to support children with special educational needs. Tasks can be broken down into smaller steps, giving children achievable goals. Vocabulary can be pre-taught and word banks and visual cues can be provided, using symbols and words. Activities should reinforce children's understanding of the subject.

Within The Base the geography curriculum is adapted where necessary and in most circumstances the individual targets / lessons are broken down and adapted by the class teacher into smaller manageable steps to ensure the children receive a high quality geography curriculum.

Organisation / Timetable:

Geography is timetabled alongside history as a topic lesson and is taught every week. Following Cornerstones, we teach geography through a mini project in the Autumn term, that links to the main project of history. Geography is then taught as the main project in the Spring term and again as a mini project in the Summer term where geographical skills are revisited and revised.

Fieldwork:

It is always advisable to base learning on first-hand experiences. Cornerstones provides examples of 'memorable experiences' and teachers are encouraged to organise educational visits that will enable pupils to extend their knowledge of the world around them and focus on the opportunities available in the local area. This will necessitate the exploration of the world beyond the classroom.

Health and Safety:

The school's policy for visits and excursions will be adhered to for all trips. A copy of the school's health and safety policy can be found in the shared resources drive. This is supplemented with South Tyneside's risk assessment for educational visits, which class teachers are responsible for writing and uploading their risk assessment to Evolve to plan and monitor educational visits.

Assessment:

Assessment is ongoing throughout the units of work each term. Class teachers make judgements using a combination of both formative and summative assessments, drawing on observations of how the children work as well as the quality of any work they produce.

The geography subject leader will oversee planning and monitor pupil's work. At the end of each unit, the key knowledge, understanding and, where appropriate, fieldwork skills will be assessed by the class teacher. The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level.

Assessment will be undertaken using the following methods:

- observation of pupils
- talking with pupils
- marking written work
- self-assessment
- peer assessment
- the evaluation of discussion

Work and Presentation:

Non-negotiable school presentation and organisation procedures should be adhered to. Geography work is presented in various ways.

Marking:

Marking is ideally done 'live' during lessons, teachers respond to misconceptions as a whole class or through intervention. Pupils sometimes self-assess/peer mark. Questioning is used to extend learning. Learning objectives are highlighted green when children have been successful. A copy of the school's marking policy can be found in the shared resources drive.

Monitoring and Evaluation:

The subject leader works alongside the SLT to monitor standards of teaching and learning in geography. A structured cycle of planning and work scrutiny, observations, and pupil and staff questionnaires will provide information to judge the effectiveness of the subject as well as points for future development.

Homework:

Homework is not routinely set in Geography but may be given when deemed purposeful to link to the children's learning.

Resources:

Geography resources are organised and kept centrally. Staff have access to maps, globes and atlases to support geographical skills. Staff are also encouraged to use online resources such as videos, google maps, google earth.

Extra Curricula:

Environmental Art after school club is provided for KS2 children in Main School and The Base. This provides an opportunity for cross-curricular learning between art and geography.

CPD:

The geography subject lead attends CPD provided by South Tyneside Council and provides feedback to staff when necessary.

School Governor:

There is a link governor allocated for the oversight of geography. Key documents/action plans are shared when updated and regular meetings are held with the link governor