



*Rushall Primary School*

# *Geography Policy*

*September 2019*

# Geography Policy

## Vision and Aims

We will encourage and inspire the children at Rushall to develop a curiosity and fascination about the world, different cultures and how the environment can be affected by people. Children will be inspired through practical enquiries and investigations, engaging in problem solving activities across the curriculum. All children will have the opportunity to learn and enjoy Geography, and will develop their knowledge, skills and understanding, while motivating them to learn through stimulating topics.

Our key intent is preparing children for life beyond Rushall, both the school and the locality by putting the skills of problem solving, working collaboratively, developing resilience and critical thinking in terms of evaluation at the heart of the Geography curriculum. Children will learn about Geography in relation to their local area and develop a sense of pride and belonging relating to where they live. We will also support children to be aspirational about the outside world and travel, showing them opportunities that they may not otherwise seek.

Our aims for Geography are:

- To develop contextual knowledge of the location of significant places, including physical and human characteristics and how these provide a geographical context.
- To understand the processes that give rise to key physical and human geographical features.
- To be competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork.
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).



## Delivering the Geography curriculum

We are committed to meeting the requirements and attainment targets of the primary National Curriculum for Geography.

Our curriculum enables teachers to use a variety of teaching methods and learning styles within lessons. The curriculum is planned and taught taking into consideration the needs of all pupils based on their relative starting points. Geography teaching will be exciting and engaging with opportunities for children to participate in a range of real-life experiences such as local fieldwork and exploring a contrasting location to broaden their geographical knowledge and understanding. Children are provided with enquiry-based research learning opportunities and we encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use the Media Zone and iPads to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving learning. Wherever possible, we involve the children in 'real' geographical opportunities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

We have developed and reviewed the national scheme of guidelines for geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast our own immediate area before investigating national and global physical and human features. We review our long-term plan on an annual basis.

Our long-term plan maps the geography topics studied in each term during each key stage. The geography subject leader works this out in conjunction with teaching colleagues in each year group. In EYFS and Key Stage 1 where appropriate we combine the geographical study with work in other subject areas. At other times we arrange for the children to carry out a geographical study independently or make links through research projects.

Our medium-term plans follow the national guidelines and gives details of each unit of work for each term. The geography subject leader reviews these plans on a regular basis ensuring key skills are being taught; learning objectives are being covered, in relation to a child's age-related expectations and the interest and needs of our pupils.

In the Foundation Stage we teach knowledge and understanding of the world as an integral part of the topic work covered during the year. We relate to the geographical aspects of the children's work to the objectives set out in the EYFS framework focusing on People and Communities and The World. Geography makes a significant contribution to the objectives of developing a child's knowledge and understanding of the world through activities such as singing songs from around the world or finding their way around school.

At Key Stage 1 and 2 the geography curriculum enables children to achieve the objectives set out in our intent. To support children in reaching their full potential learning is cross-curricular linked when appropriate. To support the development of key English skills, children record key information, write reports and letters, take part in debates and present news broadcasts. In Geography, children study mapping, space, scale and distance and they learn how to use grid references. They use graphs to explore, analyse and illustrate a variety of data and there are opportunities in UKS2 to investigate time zones and scales using degrees of longitude and latitude.

Children use computing in geography to enhance their skills in data handling and in presenting learning. They research information through the Internet. Children can use the interactive globe and Media Zone to record and present learning in Geography.

Geography lends itself to raising matters of citizenship and social welfare. Children study contrasting locations, the way people live and how environments are different and are changed for better or for worse. The nature of the subject means that children have the opportunity to take part in debates and discussions. We allow them to organize campaigns on matters of concern to them, such as helping the poor or homeless. Thus, geography in our school promotes the concept of positive citizenship, promoting British values through respect and tolerance of others and their differences.

We encourage the children to reflect on the impact of mankind on our world and what it means to be a responsible citizen. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development as well as moral ethos.

Where children are to participate in learning opportunities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils and their learning needs.

## **Outcomes**

Through our curriculum we are enabling children to gain a broad and balanced understanding of the key geographical skills and knowledge of their local, regional and global environments. The curriculum

supports children in developing their understanding of both the physical and human geography around the world.

The curriculum design and planning will lead to outstanding progress for all pupils, regardless of their starting points, over time. Learning is progressive and builds on prior knowledge and understanding and supports children in producing outcomes of the highest quality. Teaching and learning is adapted to cater for the needs of all pupils; providing support for children with special educational needs and enrichment and challenge for more able children.

The geography subject leader is responsible for regularly monitoring and reviewing the curriculum, the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the planning and teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Our school assessment system will be used by the children and staff to reflect on the progress that is being made over time in Geography. Assessment is made based upon observations of learning, written and non-recorded outcomes, marking and day-to-day assessments. The Geography leader will evaluate progress that has been made and the impact of the curriculum to ensure all pupils have been taught the knowledge and skills they need to deepen their geographical understanding.

## **Review**

Staff and governors will review this policy annually.

Grace Kindon  
Geography Subject Lead  
September 2019