



# Geography Policy

## **Rationale**

At Shiremoor Primary School we believe that Geography stimulates curiosity and imagination and we aim to build upon the child's "personal geography" by developing geographical skills, understanding and knowledge through studying places and themes.

At Shiremoor Primary School Geography is a valued part of the curriculum as 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.

## **Aims**

- To make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- To extend their interest, knowledge and understanding of contrasting localities across Britain, Europe and the World.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world around them and to respect other peoples beliefs, attitudes and values.
- To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to help inform opinions.
- To develop interest and enjoyment of geographical experiences and build confidence and understanding.
- To recognise and understand issues concerning the environment and sustainable development.

## **Implementation of Policy**

Geography explores the relationship between the Earth and its people through the study of the physical and human features, the influence of the environment on human behaviour and lifestyles and the natural resources people use.

At Shiremoor Primary School Geography involves:

- Undertaking fieldwork in the local area and places further afield in the UK.
- Comparing and contrasting land-forms, land uses, weather, seasons and ecosystems.
- The use of secondary sources to obtain geographical information, e.g. photos, books, and videos.
- Following directions using positional and directional language, also using these to direct others.
- Expressing and evaluating views on the attractive and unattractive features of the environment, e.g. tidiness, noise, building on greenbelt land.

- Naming the physical features of places, e.g. mountain, sea, beach, factory, valley.
- Using developing language to talk about their work e.g. route, scale, tide, erosion, climate, temperate, continent.
- Developing geographical skills of making observations and measuring, recording observations through maps, talk, and writing, taking photographs, sketches and diagrams.
- Using maps, globes, atlases and interpreting photographs.
- Help the children appreciate the variety of responses to the same basic needs (ethnic, cultural and economic) and to imagine what it might be like to experience life in other places.

At Shiremoor Primary School we use a variety of teaching and learning styles in our Geography lessons. We use whole-class teaching methods and we combine these with enquiry-based research activities. 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, video and aerial photographs, and we enable them to use ICT in Geography lessons where this serves to enhance their learning. At Shiremoor Primary School children take part in role-play and discussions and then present reports to the rest of the class. Children learn about other places through reading stories with settings in different places and in different landscapes. They make outside visits. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. the research of a local environmental problem.

The objectives of Geography teaching in the school are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2. The Geography curriculum of the school will therefore help children to experience the following key aspects of the programme of study:

In both Key Stages 1 and 2 children should study four strands.

These are:

1. Geographical Enquiry and Skills.
2. Knowledge and Understanding of Places.
3. Knowledge and understanding of patterns and processes.
4. Knowledge and understanding of environmental change and sustainable development.

All teachers plan sequences of learning in Geography so that they build on prior learning. Children of all abilities have the opportunities to develop their skills and knowledge in each unit and through planned progression we offer them increasing challenge as they move up through school. Teachers should access the band of objectives relevant to their year group. Teachers may select a context in which the objectives are taught.

### **Shiremoor Primary School Approach to Geography**

At Shiremoor Primary School Geographical work undertaken within the school has been carefully organised to provide breadth and depth of knowledge and understanding as well as developing skills. The development throughout the two key stages builds on children's previous work.

#### **Foundation Stage**

In the Nursery and Reception classes Geography is taught as an integral part of topic work covered during the year. In the Foundation Stage Geography is about the children having the opportunities to find out and learn about the world they live in. The Geography side of the children's work is related to the Knowledge and Understanding of the World objectives set out in the Early Years Foundation Stage Curriculum.

## **Key Stages 1 and 2**

At Key Stage 1, Geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there and developing an awareness of the wider world through cross-curricular topics.

At Key Stage 2, Geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world through cross-curricular topics.

## **Health and Safety**

At Shiremoor Primary School children are taught:

- Safe practices in the field and how to achieve them.
- How to use equipment in accordance with health and safety guidelines.
- To behave considerably and responsibly, showing respect for other people and their environment whilst on trips outside the classroom.

Teachers:

- Ensure risk assessments are completed before any field trips are agreed.
- Discuss all planned trips with the Headteacher.

Ensure adequate supervision is organised for all field work.

## **SMSC**

At Shiremoor Primary School we recognise that education for sustainable development and global citizenship prepares children for life in the 21<sup>st</sup> Century. This is embedded into the curriculum and all aspects of school life, helping to create an ethos of responsibility on the local, national and global scale.

At Shiremoor Primary School Geography contributes to learners' personal development as they work in contexts that allow them to make decisions based on the values that underpin society, helping them become active and informed citizens. They are encouraged to be enterprising and innovative in their decision making, whilst having regard for sustainability and environmental issues in the 21<sup>st</sup> Century.

Skills include:

- Children show their knowledge, skills and understanding in studies at a local scale.
- They express views on the environment of a locality and recognize how people affect the environment.
- They use this information and their own observations to help them ask and respond to questions about places and environments.
- They recognise how people seek to improve and sustain environments.
- They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them.
- They recognise how people try to manage environments sustainably.

## **Assessment**

At Shiremoor Primary School we assess the children's work in Geography by making informal judgements as we observe the children during lessons.

Summative assessment is carried out and recorded using Target Tracker each term. All class teachers are responsible for inputting accurate data that is then monitored by curriculum leaders and senior management. At the end of the year a summative judgement is made for each child as to whether they have achieved the school's expected standard for the end of the year.

Evidence for teacher assessments is located in the Topic books, Sketch books and Choices Week books and may also be found in the English books when cross-curricular learning has occurred. Staff will store digital evidence including photos and videos on a secure IPAD or on the school network.

### **Geography and ICT**

At Shiremoor Primary School ICT plays an integral part in the teaching and learning of Geography. Clear links to ICT are made in planning and every opportunity to explore links with ICT is used.

### **Differentiation**

At Shiremoor Primary School we aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

### **More Able Learners**

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential

### **SEND/Inclusion**

Children who are identified as being on the SEND register will be given support as identified on their Individual Provision Map. A variety of support materials are available from SENDCo, Mrs A Irving. Children are supported in the first instance through quality first teaching. Lessons will be differentiated in line with the individual needs of the children. All provision for pupils with SEND is in line with the school's SEND policy.

### **Equal Opportunities**

At Shiremoor Primary School all children will be given equal access to Geography irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of Geography.

### **Resources**

Geography resources are allocated according to the themes taught in individual age groups. Children will have the opportunity to use the following resources: globes, atlases, visual media (including aerial photographs), information books, maps, graphs, compasses, measuring equipment and ICT. Resources are audited annually and reviewed through discussion with teachers.

### **Monitoring and Evaluation**

At Shiremoor Primary School the Geography Coordinator monitors planning and assessments – evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps.

Photographs of completed work and displays may be kept digitally by the Coordinator as a portfolio, in order to monitor and support the raising of standards in Geography within the school. The coordinators take responsibility for addressing any needs or concerns that arise as a result of this monitoring.

To monitor and evaluate Geography the Geography subject co-ordinator does the following:

- Supports teachers via co-planning, team teaching, observing and giving feedback when required.
- Monitors teachers' medium term planning.
- Reviews resource provision.
- Works co-operatively with the SENDCo.
- Discusses regularly with the Headteacher and (if applicable) the Geography governor, the progress with implementing this policy in the school.
- Reviews assessment information