

## THOMAS GRAY PRIMARY SCHOOL

### GEOGRAPHY POLICY

We aim to provide a high-quality Geography education that inspires in pupils a curiosity and fascination about the world and its people that will stay with them for the rest of their lives. We will support pupils in understanding their role within their locality, their country and the wider world. We believe that developing a deeper understanding of people and places, and of the need to live in balance with an increasingly fragile environment, is more important than ever in today's world.

Through the framework of the National Curriculum 2014, Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

#### Curriculum Organisation/Planning

We teach Geography through a thematic 'Learning Challenge' approach. (All our Learning Challenges have a strong History/Geography theme) Key stage 1 (years 1/2), Lower key stage 2 (years 3/4) and upper key stage 2 (Years 5/6) work together on Learning Challenges over a two-year cycle. Learning Challenge (topic) lessons are taught one afternoon per week. As is the nature of a Learning Challenge Curriculum Geography is not always taught on a weekly basis but blocked to suit topics.

#### Geography planning is in three phases:

**Long-term planning:** This maps the geography topics studied over the two-year cycle for key stage 1, LKS2 and Upper KS2. The curriculum map is created through collaboration with the geography subject leader, SLT and teaching colleagues. The curriculum maps are available on the school website

**Medium-term planning:** This maps the locational knowledge, place knowledge, human and physical geography and geographical skills that are covered in each topic and the potential fieldwork opportunities.

**Weekly planning:** The class teacher is responsible for geography lesson plans. Lesson plans should include specific learning objectives, planned activities, assessment opportunities, key vocabulary, safety issues, any incorporation of ICT and differentiation.

## **Foundation Stage**

In the Foundation stage, Geography is an integral part of the topic work covered during the year. Planning is based upon Understanding of the World Strands People and Communities, and The World and the Characteristics of Effective Learning. Teachers plan as above and for geography in their continuous provision.

All Teachers are also encouraged to talk to the children and use what's topical and in the news making geography real and relevant to the children.

## **Continuity and Progression**

The long and medium term plans based on National Curriculum show coverage and the progression of skills are plotted throughout the school. It is the coordinators role to monitor continuity and progression.

## **Teaching and Learning**

When teaching Geography, we provide opportunities for whole class teaching, group work, paired work and individual work.

Through the Learning Challenge Curriculum, the children are encouraged to ask questions, enquire and problem solve.

During lessons pupils are given the opportunity to use maps, atlases, globes, ariel photographs digital/computer mapping and compasses etc.

Fieldwork is an integral to good geography teaching. We try to include as many opportunities as we can to involve the children in practical geographical research and enquiry.

Pupils are encouraged to present their data in various ways including written methods, sketch maps, plans, graphs, charts and use a range of digital technologies.

## **Cross Curricular Links**

Geography has strong links to many other subjects including Maths, Science, English, ICT, PSE Citizenship, SMSC (Spiritual, Moral, Social and Cultural Education) and of the teaching of British Values. It enables the children to put some of the skills taught in other subjects into practise and relate them to real life issues. For example, using their percussive arguments for climate change or land use, using grid references to find places on maps etc. We expect the same high standards of work in the children's topic books as in their Maths and English books.

## **Inclusion**

We value each person as a unique individual. We strive to meet the geographical needs of all our children, adults and all members of the school community. All children should have access to a broad, balanced curriculum and make progress at their own pace. Specific children with special needs ranging from SEN and G&T and EAL have differentiated work that takes account of the targets set for children in their Individual Education Plans.

## **Equal Opportunities**

It is important when teaching geography that we encourage certain values and attitudes. Through understanding and knowledge comes respect. Through the study of different places, we aim to develop children's understanding and knowledge of peoples' race, religion and culture. Geographical

learning will offer equal interests and opportunities to both boys and girls and prepare them adequately for adult membership of a multi ethnic and multicultural society.

### **Resources**

Geography resources for KS1 and KS2 are stored classrooms and some are kept centrally in the Community room. Resources for the Foundation Stage are kept within the Foundation Stage in cupboards. The library contains some geography topic books available to staff and children. Also, computer software is available to teachers and to support children's individual research. Class teachers are responsible for informing the Geography Leader of resources which are required in order to deliver their planned curriculum.

### **Health and Safety**

All teachers, children and adults are expected to be aware of the need for safe working at all times. All electrical equipment is regularly checked. All fieldwork is subject to full risk assessments.

### **Assessment for Learning**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Class teachers will gather evidence of progress as part of day to day learning, assessment tasks and assessing progress at key points of learning. Teachers will assess children's work in geography by making informal judgments during lessons and marking after completion of work. Assessment will be used to plan for future learning.

### **The Role of Subject Leader**

To undertake monitoring of the standards in Geography.

Provide leadership and management of Geography to secure high quality teaching and learning.

Play a key role in motivating, supporting and modelling good practice for all staff.

Take a lead in policy development and review.

To attend subject specific courses.

To report to SLT on geography related issues.

To plan and organise the allocated purchase of resources in accordance with available budget.

### **Review**

The Governing Body reviews this policy every three years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

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

Chair of Governors

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

Headteacher

Date to be reviewed: \_\_\_\_\_