

**Geography Policy**

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**1. Rationale**

At St James we want our children be active global citizens who value, respect and appreciate planet Earth and its peoples. We want our children to value their own, and others, surroundings and understand how they can impact our changing world.

## 2. Aims

* To encourage our children to value their own, and others, surroundings and understand how they can impact our changing world.
* To provide an environment which encourages the development of confidence, necessary for pupils to develop their Geography knowledge and skills.
* To provide our children with opportunities which encourages children to be active global citizens who value, respect and appreciate planet Earth and its peoples
* To develop pupils' full potential in Geography capability by providing a broad balanced and differentiated curriculum which encompasses all statutory requirements.
* To provide opportunities for pupils to apply the knowledge skills and understanding learned in other curriculum areas where appropriate.
* To provide opportunities for pupils to explore their natural surroundings which will develop their understanding of the world.

## Objectives

* To foster pupils' natural curiosity and to develop their lines of enquiry by asking questions about the world around them.
* To develop pupils’ understanding of physical and human geography and how it has shaped the world in which they live in.
* To develop pupils’ understanding of using globes, atlases, maps and compasses to expand children’s knowledge.
* To ensure that geographical activities are based initially on pupils' own experience which will initially focus on our local area.
* To encourage the application of previous learning experiences and to make link to our local area- when relevant.
* To provide activities which encourage critical observation, leading to a wider understanding of the impact which they are having on the natural world.
* To help pupils develop the social skills required to work as a member of a team as well as the ability to work independently, seeking help when the situation demands it.
* To enhance pupils' awareness of similarities and differences when studying different places across the world- making links between local and worldwide geography.
* To use geography lessons to support and develop the love of reading by children having access to a wide range of geographical texts whether in English, in geography or our school library.

**3. Implementation**

Our aims and objectives are set out in the policy will be delivered in a way which displays;

* Effective planning based upon the National Curriculum and Foundation Stage Curriculum at all key stages.
* Links to other curriculum areas.
* Continuity and progression
* Whole class group, pair and individual work.
* Activities which encourage full and active participation by children of all abilities.
* Planning that recognises the need for equal opportunities.

Appropriate tools and resources are stored in the Geography cupboard.

**4. Curriculum Planning**

We carry out the planning of Geography in 3 phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term during the key stage. Medium and short-term planning is done by the class teachers in key stages.

We plan the activities in Geography around our topic. This always builds on prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school

**5. Foundation Stage**

In the foundation stage we encourage the development of skills; knowledge and understanding that help children make sense of their world as an integral part of their school experience. We relate this development to the objectives set out in the Early Learning Goals. This learning forms the foundations for later work in understanding the world (geography) . These early experiences include asking questions about our local area, having ‘hands on’ real experiences of our local area so children become aware of what it is around them. . We plan based on our topics but also provide an enabling environment offering a range of experiences that encourage exploration, observation, questioning, critical thinking and discussion.

**6. Cross Curricular Links**

**English**

Geography contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Through discussion and questioning children are able to develop an understanding of the world around them therefore they are able to develop their oracy skills and ask/ answer questions to further develop their own learning. Cross- curricular writing is also encouraged where children can transfer skills across to support both subjects.

**Maths**

In Geography, children are given the opportunity to use and apply their mathematical skills. They learn about measurements in many different units eg, km and m. They also learn how to read a map where a ‘scale’ is introduced in Key Stage 2. They learn to read and interpret scales, collect and present data and draw conclusions.

**Science**

Cross curricular links can also be made in science as geography links to many specific science topics. Vocabulary will be explicitly taught and cross referenced when appropriate.

**Computing**

Computing enhances the teaching of design and technology, wherever appropriate, in all key stages. The children use computing to research and collect information and look at ways that they can design. Children are encouraged to use stop motion videos, I-movies to demonstrate what they have learnt in their geography unit of work. Digi-maps is also used to support map work of our local area and other places of interest. Keys and symbols are specifically taught to support geography skills.

**P.S.H.E.**

We encourage a sense of responsibility of being a global citizen and will actively encourage children to be aware of their local surroundings and beyond into the wider world. We encourage children to be aware of the impact which they have on the environment through discreetly taught lessons of the environment, this is where we look at recycling, deforestation and the impact it has having not only on the environment but the animals which live there.

Reading:

We encourage teachers to use high quality texts to support their geography planning. Picture books are recommended to support geography learning eg Rhythm of the rain is used to support the teaching of the water cycle which will also support children with SEN.

**Spiritual, moral, social and cultural development**

We give children the opportunity to work together and give them the chance to discuss their ideas and feelings about their work and the work of others. Through collaborative and cooperative working the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety, and for that of others. They develop a cultural awareness and learn to appreciate the value of differences and similarities.

**7. Assessment**

The assessment of geography is completed during lessons and at the end of a unit of work. Teachers will make assessments through observations while children are completing work, these assessments will include the use of key skills, conversations with children and recorded work. Teachers will also assess work at the end of a unit, making judgements based on the national curriculum and school’s assessment grids geography.

Children are also encouraged to make assessments of their own work and evaluate how their work can be improved. Teachers will plan future work to enable children to build on prior learning and develop their key skills. Mini-assessments and mini quizzes are used to support the assessment of children and allow teachers to understand the next steps which they need to provide to support.

**8. Guidelines for delivery**

In order to ensure that our principles and aims are carried out, staff will ensure:

* The school environment is full of interesting interactive displays, which pupils obtain resources to work from.
* Pupils are provided with a range of materials with appropriate storage and retrieval systems.
* Pupils are engaged, motivated and inspired.

**Geography Activities**

We will provide three essential types of activity for pupils this will form the basis of every geography unit where the 3 skills are taught then revisited throughout the year:

Map skill reading - will provide pupils with the opportunity to develop their map reading skills. From learning about the 4 basic compass points to 8 compass points and beyond. Children will also have access to a wide variety of maps, OS maps, atlases etc. Children will also be taught keys which represent different parts of the map.

Field work - will give pupils the opportunity to learn and practice particular skills and knowledge. This is where children will be able to conduct their own research, collect data, present their findings- all with a purpose to their learning. We will use our local grounds as much as possible (the Beck, Allerton, Thornton and our own nature reserve). We will also focus on other areas of study such as Saltaire and Bolton Abbey which will support our understanding of rivers. We will also go to Filey/ Whitby to support our understanding of the coasts. Providing our children with meaningful ‘hands-on’ experiences.

Discussion, questioning and critical thinking.– will give pupils the opportunity to be able to develop their oracy skills through clear discussion. Opportunities will be naturally provided where children are able to question the world they live in and compare to other parts of the world.

**9. Differentiation**

We believe that learning activities should be matched to the variety of learning needs of pupils. In geography, pupils are usually involved in learning knowledge, applying skills and questioning the world in which they live in. If activities are carefully thought out, differentiation of outcome can occur naturally as pupils work at their own levels. It is teacher intervention which makes a difference and maximises the potential of the individual pupil.

**10. Equal Opportunities**

We are committed to creating equal opportunity for everyone whatever their gender, race, disability, culture or religious beliefs and we are conscious of the needs of bilingual pupils and minority groups. We address cultural diversity through including materials and products from different cultures so that achievements from other cultures as well as our own can be recognised and acknowledged.

**11. SEN**

All children including those with special educational needs have access to the Geography curriculum. The initial responsibility is the class teacher's but support is available from other members of staff. A differentiation of work is expected and work will be tailored to support a child’s individual need. An assessment frame will be used to support planning SEN children as teachers will be able to cross-reference what a child should be able to know if they were working in Year 4 but were working at a Year 1 level.

**12. Health and Safety**

When conducting fieldwork, we believe that it is vital that pupils acquire an understanding of the risks to health and safety. Pupils will be taught:

* about hazards, risks and risk control
* to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
* to use information to assess the immediate and cumulative risks
* to manage their environment to ensure the health and safety of themselves and others
* to explain the steps they take to control risks