



Neville's Cross Primary School & Nursery

Geography Policy

Date of policy: January 2023

Review date: January 2025

'Neville's Cross is an inclusive family where all are nurtured to become creative, confident and resilient learners supported to reach their unique potential. Our children develop skills to become active and respectful members of our school, community and society and during their time at Neville's Cross, make memories to cherish.'

Intent

At Neville's Cross, we recognise the importance of geography in all aspects of our lives. It is our intention that our children will grow to love all things related to Geography to increase children's knowledge and understanding of our local area, our region, our country, and the world in which we live. We will develop curiosity within our children to engage in fieldwork, outdoor learning, and geographical inquiry. Through our teaching of Geography, the children will be encouraged to develop positive attitudes and be active in their exploration of the world around them. We will equip the children with the knowledge and skills to ask, answer and research questions enabling them to be well informed global citizen. Children will be taught to think and work like a 'geographer'.

Introduction

We are committed to providing all children with learning opportunities to engage in Geography. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

Geography is an essential part of the curriculum, 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 through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

Aims

The aims of geography are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.

- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Curriculum Drivers

Our geography curriculum is designed with our key curriculum drivers in mind:

Creativity – we aim to ignite curiosity within the children to allow them to question the world around them at a local, national and global level. The skills developed will allow them to think creatively to begin to identify solutions for problems which are faced both locally and globally.

Well-being – we aim to provide opportunities for fieldwork and outdoor learning within all topics which will allow the children to explore, problem solve and take safe managed risks when developing skills.

Our Communities – within our topics there is a strong element of exploring the local area. This will enable the children to develop a knowledge and understanding of the local community and how this compares to other communities both nationally and globally.

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

In the Early years, geography is mainly taught through the children learning about the world around them in their learning through play both indoors and outdoors. The focus in Early Years, is about developing geographical language from an early age with an aim that children can use this language confidently and accurately. We aim to foster curiosity so that the children can develop their own questions and follow their own interests. We encourage the children to explore their own local area identifying and talking about special places which they like to visit. The children will begin to learn that there are different countries

around the world and talk about differences and similarities. Through play opportunities, they will explore maps and globes and begin to develop their own simple maps relating to their interests.

Key Stage 1

During Key Stage 1, our children investigate their local area and the United Kingdom. They also begin to learn about the wider world increasing their knowledge of continents, countries, oceans and regions. They begin to explore different physical features and make comparisons between these features whether they be local, national or global. 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, children 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. Our children 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. Children will use a variety of secondary sources of information with accuracy to support their understanding.

Fieldwork

Fieldwork is integral to a good geography curriculum to enable children to base learning on first hand experiences. Opportunities are planned for within Medium Term planning and teachers are encouraged to consider other opportunities available in the local area to enhance their topic and children's skills and knowledge and enable them to explore the world around them.

Progression and Continuity

We recognise that skills and knowledge must be built upon as children move up through the school. Our curriculum planning allows children to acquire a progressively deeper understanding and competency building on existing knowledge and developing skills. As children gain more knowledge and skills, activities set will include a need for more accuracy in observation, more precision in mapping and vocabulary used, more complexity in the amount and quality of information about places. Children will need to use more sources of information, have an appreciation of the range of attitudes and values relating to issues, have a greater depth of understanding of the ideas and concepts taught and increasing independence in learning. Some areas of learning will be revisited in order to reinforce learning and to ensure knowledge is secured and remembered.

Equal Opportunities

All pupils, regardless of ability, ethnicity, gender, sexual orientation, disability, age or social circumstances have equal opportunities to take part in a variety of geography activities whilst at school. This will involve teachers stating within the MTP and STP any difficulties that a child may face, as well as how they will prevent these. All learning opportunities will be matched to suit the needs of the child and take into account their Individual Education Plan, where necessary.

We recognise that, in all classes, children have a wide range of geographic abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- providing resources of different complexity, matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children;
- grouping children in mixed ability groups encouraging children to work together and peer mentor.

SEND

At our school we teach geography to all children, whatever their ability and individual needs. Science forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make good progress. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.

Assessment

Termly topic assessment grids are completed for each year group by teachers following on from what has been taught – these can be accessed by subject lead on Sharepoint. These are based on teacher knowledge following the term's teaching. At the end of a unit, simple assessment tasks inform teacher judgements.

Monitoring of the Curriculum

It is the responsibility of the geography subject leader and SLT to monitor the standards of children's work and the quality of geography teaching. The geography subject leader is also responsible for supporting colleagues in the 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. The geography lead will monitor planning and carry out a regular scrutiny of work produced by our children to ensure both coverage and progression are taking place across the school. Pupil voice will be carried out with children from EYFS to Y6 and

work will be looked at in books and on Tapestry/Seesaw where appropriate. Feedback will be given to staff where appropriate.

Health and Safety

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.