



## Crudgington Primary School Geography Policy 2023

Art Policy - Document Status				
Date of policy creation	22/06/2020	✓	Named responsibility	Natalie Latham
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### Geography Aims & Objectives

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The aims of geography are:

The National Curriculum for geography aims to ensure that all pupils:

- Develop knowledge of the location of places of global significance, their defining physical and human characteristics and how they relate to one another; this place knowledge should provide a sound context for understanding geographical 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, globes, aerial photographs and Geographical Information Systems (GIS).
  - Communicate geographical information in a variety of ways, including through maps and writing at length.

## Teaching & Learning Style

We use a variety of teaching and learning styles in geography lessons. We believe in whole class teaching methods and combine these with enquiry-based research activities and set independent tasks. We encourage children to ask and answer geographical questions. We offer them the opportunity to use a variety of data such as maps, statistics, graphs, pictures and aerial photographs and enable them to use IT in geography lessons to enhance learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage, analyse and interpret a variety of problem-solving activities. We involve the children in 'real' geographical activities e.g. research of a local environmental problem or use the Internet to investigate a current issue.

We recognise the fact that children have different geographical abilities and provide suitable learning opportunities for them by matching the challenge of the task to the ability of the child. We achieve this by;

- Setting common tasks, which are open ended and can have a variety of responses;
- Setting tasks of increasing difficulty
- Grouping children by ability in the room and setting different tasks to each ability groups;
- Providing resources of different complexity according to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of children

## Geography Curriculum Planning

We use the National Curriculum for geography as the basis for our curriculum planning. We make use of the local environment in our fieldwork, and we choose a locality where the human activities and physical features provide a contrast to our local area.

Our medium-term plans follow the national schemes of work provided by the Government.

We teach geography in the Reception class as an integral part of the topic work covered during the year. The provision in the Foundation Stage is linked to EYFS, especially the area covering Understanding of the world.

## The Contribution of Geography in Other Curriculum areas

### **English:**

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening.

### **Mathematics:**

Geography in our school contributes to the teaching of mathematics in a variety of ways. Children study space, scale and distance. They also use graphs to explore, analyse and illustrate a variety of data.

## **ICT:**

Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. Educational software is used to support the learning e.g. interactive white boards etc.

Children also have the opportunity to use the digital camera to record and use photographic images. Videos and video cameras are used to support work and field trip

## **Spiritual, Moral, Social and Cultural Development**

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet.

We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' (global interdependence and understanding long term sustainability issues) in relation to sustainable development.

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 and acquire a positive attitude towards others.

We help contribute to children's social development by teaching them about society, and how it works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions throughout the schemes of work.

## **Assessment – Measuring Impact**

Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons. At Key Stage 1 and 2, pupils are required to show their progression in their sketchbook. Progression and achievement is tracked against learning objectives. Photographic records and some work may be kept until the end of the year, in the subject leader file.

## **Inclusion and Equal Opportunity**

Equal opportunities are addressed in the whole school Equality Policy and care is taken in art lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.

## **Subject Leader Role/ Monitoring and Review**

- Produce the Geography Policy and the Key Stage plans that meet the statutory requirements.
- Produce the Geography development plan with realistic and developmental targets
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- Co-ordinator to purchase and organise the appropriate art resources for sharing across the school.
- Attend relevant in-service courses, network meetings and feedback to staff new information and ideas.
- Monitor Teaching and Learning of geography across all year group, ensuring appropriate progression.

## Policy Review

This policy will be every 2 years. Its effectiveness will be monitored by the Geography Co-Ordinator and will be based upon discussions with other members of staff, observation of children's work and re-evaluation of teaching plans. The outcome of the review will influence the future school development plan.