



# *Barrowby Church of England Primary School*

## **Geography Policy**

### **1. Introduction**

- 1.1 This policy outlines the purpose and management of the geography learned in the school.
- 1.2 The school policy for geography reflects the opinions and practice of the entire teaching staff and has been developed and discussed through staff meetings. It has been drawn up by the geography leader as a result of the National Curriculum documentation of 2014. Reference has also been made to The Early Years Statutory Framework (2021).

### **2. The Nature of Geography**

- 2.1 Geography is concerned with the study of places, the human processes which shape them and the people who live in them.
- 2.2 Pupils study their local area and contrasting localities in the United Kingdom and other parts of the world, helping them to gain a greater understanding of the life and cultures of people in other places. The study of the local area forms an important part of the geography taught at our school, particularly at KS1.
- 2.3 Through our teaching of geography we aim to:
  - stimulate the pupil's interest in and curiosity about their surroundings
  - create and foster a sense of wonder about the world
  - inspire a sense of responsibility for the environments and environments and the people of the world we live in
  - develop pupil's competence in specific geographical skills
  - increase the pupil's knowledge and awareness of the world
  - help pupils acquire and develop the skills and confidence to undertake investigation, problem solving and decision making
- 2.4 We would particularly hope that pupils will increase their knowledge and understanding of the changing world and will want to look after the Earth and its resources. We also aim to foster a respect, concern for and an interest in, people throughout the world regardless of culture, race and religion.

### **3. National Curriculum Aims**

The national curriculum for 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.

#### **4. Entitlement**

4.1 Geography in the National Curriculum is organised in to four main areas -

- Locational knowledge
- Place knowledge
- Human and physical Geography
- Geographical skills and fieldwork

The aspects of knowledge, skills and understanding are developed through the topics set out in the breadth of study section in the programmes of study.

4.2 In the Foundation Stage, the subject develops from the Early Years Statutory Framework (2021) and principally the element entitled Understanding of the World. From this, objectives are taken and linked to the topics taught in the mixed Reception and Year One classes.

4.3 All children have an entitlement to access the programmes of study for each Key Stage in ways appropriate to their abilities. Teachers will make provision where necessary to support individuals or groups of children with Special Educational Needs, in order to enable them to participate effectively in the geography curriculum.

4.4 The entitlement for geography is outlined in the subject long term curriculum plan and is detailed further in the Subject Curriculum document. One unit or enquiry is delivered each term.

#### **5. Implementation**

5.1 The long term curriculum plan, together with the medium term planning, details the aspects of the programmes of study to be studied within each year group across the school. The school uses the Collins Primary Connected Geography Scheme written by David Weatherly.

5.2 Throughout the school, children will consolidate, develop and extend their geographical skills with each place or geographical theme studied. The objectives covered become more challenging from Years 1 through to Year 6 and reflect what it means for pupils to get better at Geography.

5.3 The appropriate areas of development from the EYFS document are linked to the work in each geography medium term plan at Reception and Year One. This primarily includes Understanding of the World, as well as, but not limited to, Personal, Social and Emotional development and Communication and Language. The experiences and activities that the children undertake at this stage allow them develop the building blocks for all further learning in Geography. As pupils progress

through the school in to Year 1, the curriculum allows them to master key subject skills and develop important subject knowledge through to Year 6. Each medium term plan should feature children active participation in geographical enquiry, fieldwork and map work where appropriate.

- 5.4 The use of information technology will be integrated in to the subject and may feature use of the interactive whiteboard to compare and annotate maps, the digital camera to record and present fieldwork information and the internet to research a distant locality for example.
- 5.5 Children are given opportunities to use a wide range of maps (both on paper and through Digimaps for Schools) including historical and thematic maps at a variety of scales appropriate to the activity being undertaken.
- 5.6 The units of Geography have been selected and placed on the long term plan to make links where possible with other subjects/topics.
- 5.7 Current events, perhaps raised in the news, will be highlighted and discussed with appropriate sensitivity, using this as a learning opportunity.
- 5.8 Children will be taught in their normal class group for geography and the work will be planned and taught by the class teacher or covering PPA teacher. Consideration will be given to ensure that a range of learning styles will be employed in the curriculum and that pupils of all abilities are supported, extended and challenged. This will be achieved through differentiation by activity, resource, teaching method and grouping where appropriate.
- 5.9 In our study of geographical themes, a positive emphasis is placed on the roles of persons regardless of sex, religion, or ethnic origin. In the study of localities, including distant places, we focus on the lives of real people and families to avoid stereotyping.
- 5.10 When engaging in field work, children are expected to behave in a considerate and responsible manner, showing respect for other people and the environment. All out of school activities will comply with the LEA Educational Visit policy. The school's usual charging policy will apply for out of school educational visits.
- 5.11 Children will have the opportunity to use a range of resources in the study of geography. These include, globes, atlases, maps, pictures, aerial photographs, compasses, measuring equipment, cameras and books. This is in addition to ICT resources available to all. Maps and aerial photographs are stored centrally in the resource area and all other resources are readily accessible to the teachers in the library or their own classrooms. Scheme specific resources are accessed via web links given to teachers at the beginning of the academic year.
- 5.12 Pupils work in the subject will be recorded in the Humanities book at KS1 and the Geography book at KS2. The children will be given a summary of the unit and key vocabulary to be used, at the beginning of each enquiry/unit.

In the EYFS, any recorded outcomes relating to Understanding of the World will be added to the pupil's topic book.

## **6. Assessment and Monitoring**

- 6.1 In geography, the National Curriculum (2014) names the areas of locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork, as the key areas of the subject. These areas are assessed by teachers at the end of each unit of work, across the year and a judgement given as to whether pupils are 'working towards' their year group standard, or are 'expected'.

In the EYFS, the elements covered in Understanding of the World, amongst others, will be assessed using Early Learning Goals in the EYFS Statutory Framework (2021).

- 6.2 Regular work scrutiny of books takes place across the year to support subject development.
- 6.3 Parents will be informed of their child's progress in the subject in the annual report to parents in the summer term of each academic year.

## **7. Background Documentation**

The policy was formed with reference to The National Curriculum (2014) and The EYFS Statutory Framework (2021).

## **8. Geography – Review**

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, every 3 years.

Last reviewed: November 2022

Next review: November 2025