



Geography Policy

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Governing body signature:	

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Rationale and Intent

At William Reynolds Primary School, we recognise the importance of Geography to enable pupils to understand the relationships between places, the human and physical processes that shape them, and the people who live in them.

Our principle aims- following the National Curriculum in England- for Geography are for pupils to:

- 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
- be 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.

We are committed to encouraging children to enjoy asking and answering questions about the world around them, as well as making full use of relevant resources to support their learning.

The Ofsted research review for Geography (June 2021), explained that in a well-structured curriculum, the prior content that pupils have remembered allows them to understand the conditions, processes and interactions that explain geographical features, distribution patterns and changes over time and space.

The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts.

The sequence develops pupils' geographical knowledge overtime through a range of key concepts. The key concepts allow pupils to build upon prior learning and apply this knowledge to their current area of learning.

Teaching and learning

Foundation stage

Within the EYFS curriculum geography is developed through 'Understanding the World'. Within the Foundation Stage, pupils learn to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Pupils explain some similarities and differences between life in this country and life in other countries.

Key Stages 1 and 2

In key stage one, pupils develop knowledge about the world, the United Kingdom and their locality. They understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In key stage two, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

We provide a variety of opportunities for geography learning inside and outside the classroom. Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. Through fieldwork, our pupils explore the local environment, to encounter geographical concepts first hand and connect their learning, in classrooms, with the complexity of the real world.

Medium term planning

To ensure high standards of teaching and learning in geography, detailed Medium-Term planning supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new concepts. Within this document the following is evident:

- Key concepts - Location, climate, human and physical characteristics and fieldwork - this supports the pupils to build on their substantive knowledge.
- Specific year group objectives and vocabulary are presented to ensure planning for correct coverage.

Teachers short term planning is developed using the medium-term plan to ensure all objectives are taught. This planning includes assessment for learning opportunities, the learning objective for each lesson, linked success criteria and differentiated tasks to meet the objective

Role of the Subject leader

- To advise and support staff in the planning, the teaching and learning of geographical skills.
- Purchase and organise geography resources, ensuring they are readily available and well maintained.
- Keep the written policy document and scheme of work up to date and evaluate the content and ways of working.
- Keep up to date with new thinking and ideas linked to geography.
- Monitor teachers' planning as part of on-going subject monitoring and evaluation of practice with feedback for teachers.
- Support teachers in their own subject knowledge.
- Support teachers in terms of levels of expectation of children's attainment.
- Monitor the outcome for pupils and track pupil progress.

Use of ICT

Information Communication Technology helps with geographical enquiry and develops geographical skills and understanding. ICT is used in the teaching of geography wherever possible. Children will be encouraged to use ICT when researching topics and where appropriate when presenting their work. ICT is used to help with geographical enquiry, through the use of geographical databases, interactive maps and research on the internet and interactive whiteboards.

Online Safety

To support children's learning in Geography, pupils may use specific online content, maps, videos and images on the computer. These will be carefully selected by the teacher to ensure that they add value or consolidate the learning and that they are age appropriate and safe. Pupils are also encouraged to use safe search engines, such as KidRex, to ensure research is filtered safely e.g. KS1 or KS2. As part of our commitment to Safeguarding, online access during lessons is carefully planned for and monitored.

Spiritual, Moral, Social and Cultural Education

When teaching Geography, we contribute to the children's spiritual development where possible by giving them the opportunities to understand more about the world we live in and how we can look after it. We also provide children with opportunities to discuss moral questions, or what is right and wrong on topics

linked to recycling, global warming and deforestation. The geography programme of study enables children to develop socially by making comparisons to life in modern Britain with other areas of our world and the differences in the socio-economic backgrounds. They develop their social skills collaboratively to develop their social skills through pair work, group work and geographical games to foster good social behaviour and self-discipline.

Resources

As school, we subscribe to the Shropshire Library Service which provides us with a range of quality texts linked to the geographical area of learning. Pupils read for meaning throughout lessons when carrying out research to retrieve information from geographical sources. School owned Geography resources are located in the main corridor.

Equal opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra curricular activities, all areas of the school grounds, equipment and resources.

Impact

The impact of our curriculum is that:

- Pupils have a secure geographical knowledge
- Pupils confidently ask and answer questions about locations, including their physical and human characteristics.
- Pupils apply previously taught learning of key concepts to current learning
- Pupil voice demonstrates that they enjoy geography and recall their learning over time.
- Pupils are aware of the damages being caused to the environment, as a result of climate change, and have a sense of responsibility for the care of the Earth and its people.
- Pupils are prepared for their next stage of education
- Planning and subject knowledge is supported by CPD for teachers.