

Geography Policy

St. Benedict's Primary School is a Rights Respecting School and the United Nations Convention on the Rights of the Child is at the heart of everything we do.

We believe that by understanding their own rights, children learn to respect and value the rights of others.

We aim for our children to be:

- **Ambitious: We take pride in our learning, make progress, and achieve.**
- **Resilient: We face challenges with perseverance and determination.**
- **Respectful: We are inclusive, enjoy our rights and respect the rights of others.**

The following articles underline our Aims;

Article 3 "The best interests of the child must be a top priority in all our actions."

Article 29 "Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment."

Introduction:

At St Benedict's Primary School 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.

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.

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.

1 Aims and objectives

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.

2. Teaching and learning style

At St Benedict's Primary School Geography is taught through the Cornerstones Curriculum which is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum. Geography is taught through topic work. Most of the learning about Geography should be done through the use of first-hand practical experiences, but there should be some use of appropriate secondary sources, such as books, photographs and videos. Topics in Geography are planned so that children build upon prior learning. We ensure that children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work. Opportunities are given to children of all abilities to develop their skills and knowledge and are increasingly challenged as they move through FS, KS1 and KS2.

3. Geography curriculum planning

Geography is taught through the **Cornerstones** Curriculum which is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum. It is a knowledge and skills based curriculum with a creative edge, comprehensive coverage, purposeful cross curricula links and is built on four cornerstones of pedagogy – engage, develop, innovate and express. Subjects are delivered through imaginative learning projects (ILPs) following this four stage pedagogy. The subject will link to the English text and other subjects whenever possible.

4. Foundation Stage

Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

5. Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. 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.

6. Key Stage 2

During Key Stage 2, pupils 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. Pupils 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. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

7. The contribution of Geography to teaching in other curriculum areas

English

Geography contributes to the teaching of Literacy in our school by actively promoting the skills in reading, writing, speaking and listening. Children are given the opportunity to research and investigate using different media (such as using non-fiction books, internet, and going for a walk to investigate). They develop their communication skills through geographical questions, or explaining their findings to the rest of the class/group. They develop their writing ability by composing reports, maps and letters.

Mathematics

The teaching of Geography contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing data handling skills and carrying out a survey in their local area. They develop their positional vocabulary when drawing and explaining maps.

Computing

Children use ICT and computing skills in Geography lessons where appropriate. They use ICT in Geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. Children are given the opportunity to use the iPads to record and use photographic images.

Spiritual, moral, social and cultural development

Spiritual development: Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

Moral development: Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social development: Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

8. Inclusion and Differentiation: (Also see SEN policy)

At our school we teach Geography to all children, whatever their abilities and individual needs. Geography implements the school curriculum policy of providing a broad and balanced education to all children. Through our Geography teaching we provide learning opportunities that match the needs of children with learning difficulties, and we take into account the targets set for individual children in their individual Education Plans (IEPs). We strive hard to meet the

needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

We enable all pupils to have access to the full range of activities involved in learning Geography. Where children are to participate in activities outside the classroom we always carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the National Curriculum's attainment targets and level descriptors allow us to consider each child's attainment and progress in relation to the level expected. This helps ensure that our teaching is matched to the child's needs.

9. Assessment and recording

At St Benedict's Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work is guided by the school's Marking Policy

Formative assessment is the most commonly used method in the classroom. It is day-to-day ongoing assessment, based on how well children fulfil learning objectives and success criteria. It involves providing feedback and involving the children in improving their learning. Summative assessments are a snapshot of a child's performance and may include testing which establishes what a child can do at a particular moment in time. Individual Geography books should be used to record evidence of any practical work in Geography.

10. Monitoring and review

The Geography subject leader and all class teachers are responsible for monitoring the standard of the children's work and the quality of teaching in Geography. Monitoring takes place regularly by the Geography subject leader through sampling children's work, talking to children and looking at long, medium and short term planning. Class teachers need to keep evidence of the children's Geography work in the Geography books. The Geography subject leader is 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. In addition the strategy team will also monitor work samples, planning and the quality of teaching in Geography.

11. Resources

Resources can be located in a central store where there are labeled boxes of Geography equipment. We have various resources in our school to be able to teach all the Geography units. Geography equipment can be ordered by means of filling in a 'Stock Requisition' sheet and handing it in to the office.

12. 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.

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