
**Totley All Saints
Church of England Primary School**

Geography

Policy



*“I have come that they may have life,
and have it to the full.”*

John 10:10

Subject Leader: L.Cupitt

Reviewed: Spring 2020

Approved by Governors: Summer 2020

Date of next review: Summer 2022



Geography Policy

Introduction:

At Totley All Saints, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. As such, this means that through Geography, we aim to inspire curiosity and fascination about the world and its people that will continue throughout their lives. We aim to equip children with knowledge about diverse places, people and environments, both close and far away. We hope that as children progress their growing knowledge about the world will deepen and links between physical and human processes will help children make sense of the world they live in and how it has changed overtime.

Definition of Geography

Geography is the study of places. It explores the relationships between the world and its people. It studies the location of the physical and human features of the earth and the processes, systems and inter-relationships that create and influence them. It examines how people affect, manage and sustain their environment.

Geographical enquiry helps children to learn about their immediate surroundings, the broader world and how the environment can affect their lives and determine decision-making. The study of geography helps to develop a sense of identity and promotes responsible citizenship.

Aims of the Curriculum:

Early Years:

Within the Early Years Foundation Stage, geography is included as part of Knowledge and Understanding of the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people
- Find out about their environment, and talk about those features they like and dislike

National Curriculum KS1 and KS2

The overarching aim for Geography in the national curriculum is 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
- 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.

Geography in Our Curriculum

A curriculum map has been devised in order to provide a framework for the Geography taught within our school and to ensure that there is a progression of skills and knowledge throughout the year groups. New members of staff should be made aware of this. We want our children to harbour an excitement about the world around them and to provide this we have thought carefully about our children and where we live. Our aim is to provide a current geography curriculum where children are making links between aspects of Geography and their everyday lives.

Teaching and Learning

The use of a variety of enriching teaching approaches and of resources is encouraged through:-

- Teacher presentations, role play and storytelling.
- P4C discussions and debates about topical issues.
- Individual and group research and presentations.
- Photographs, pictures, maps and globes.
- ICT (computers and iPads)- interactive white board and internet resources, video, TV and other visual and audio resources.
- Fieldwork, visitors and visits to places of geographical interest especially in the local area.
- Global week to enhance children's knowledge and understanding of the World.

Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge. A creative approach to the geography curriculum by both teachers and children is encouraged. Links are recommended between Geography, Citizenship, Literacy, Science, Technology and other curriculum areas wherever possible. A cross-curricular / combined units approach, which is now recommended, is encouraged. This makes it more likely that a rich humanities curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

Equal Opportunities and Race Equality Policy

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of Geography.

During the study of other places similarities between the lifestyles of others and that of ourselves are drawn and negative or purely stereotypical or exotic images are challenged.

Children are made aware that decisions and processes in one locality affect and are affected by decisions and processes in other localities.

Care is taken to present both sides of a debate clearly and fairly when discussing issues over land use or physical and economic development.

During the study of economic development children are made aware of underlying inequalities in power, influence, benefits and advantages, both physical and economic.

Children from a variety of ethnic backgrounds have an important part to play in developing a respect for those who live in other places. Their families' experiences are valued and included in our curriculum whenever possible.

Health and safety

Fieldwork and site visits are an important part of Geographical work and school health and safety guidelines will be adhered to at all times. Up-to-date risk assessments will be provided by class teachers to Senior Leadership prior to all trips.

Recording

The recording of Geography will be completed in "Exploring the World" books (KS1) or a "World Studies" book (KS2). There will be one book for KS1 that will be passed up through year groups. This will go home in Y2. Some Geography learning may be found in literacy or maths books as part of cross curricular learning.

Assessment

The assessment of children's work is on-going to ensure that the understanding is being achieved and that progress is being made. All geography assessment is formative. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Assessment grids can be found on X-drive, Geography, and Assessment.

Monitoring

Monitoring will be conducted by the subject leader and will be done by taking samples of work.