



Inmans Primary School

Geography Policy

Date	Written By	Approved by	Review Date
Oct 24	K Todd	S Fellows	Oct 26

Policy Statement

Geography raises and answers questions about the natural and human worlds. It allows the development and acquisition of skills necessary for undertaking enquiries. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem-solving skills to be applied inside and outside the classroom. Geography provides a focus for understanding and resolving the issues concerning the environment and sustainable development, including a focus on current issues such as climate change. Geography contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions. Children learn tolerance and understanding of other people, leading them to realise how nations are similar, different and also interconnected. Geography can encourage children to think about their own place in the world, their values, and their rights and responsibilities to other people, the environment and for the care and future of the Earth.

The National Curriculum outlines that the purpose of the study of Geography should:

- inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- equip children with knowledge about diverse places, people, resources and natural and human environments.
- provide a deep understanding of the Earth's key physical and human processes and how they are interconnected and change over time.
- deepen children's understanding of the interaction between physical and human processes and develop an informed concern about the quality of the environment and future of the human habitat.

Geography Curriculum Intent

Geography is taught as an integral part of topic enquiry work so apart from being taught in separately defined lessons and closely linked topics, humanities subjects can also be taught alongside other subjects such as Literacy.

We aim to develop in our children a strong sense of time and place, both past and present. The children learn about the recent and more distant past and how people's lives have changed over time. The school, villages and surrounding area are studied to learn about homes, communities and the importance of caring for their environment. The children also learn how interconnected we are as they explore different kinds of world localities and communities – their physical and human features, alongside learning to read and make maps and develop a geographical vocabulary.

Making Geography Relevant

We ensure that geography learning challenges children to consider changes in the physical and social aspects of the world. Inequality is addressed openly, without stereotyping - our aim is to empathise with people in all cultures. We also make use of our immediate and nearby localities as a resource, including:

- Our school grounds
- Our local town of Hedon
- Visits to contrasting places such as Bridlington, Wilberforce Museum (Africa focus)
- Our neighbour city of Hull – its development as a trading port, the growth and decline of its docks and regeneration as a centre for the development of sustainable energy and wind turbines, as well as our role in tackling climate change.
- How the use of land, rivers and coastlines have changed over time in Yorkshire.

Teaching and Learning – Our Curriculum

Our curriculum sets out the knowledge and skills that children will gain at each stage. Our long-term planning, progression coverage document and more detailed year group medium-term plans set out what end points the curriculum is building towards and what children need to know and be able to do to reach those end points, such as:

- Children's prior learning before starting a unit of work
- The locational knowledge, place knowledge, human and physical geography aspects children will learn during the enquiry
- The associated key vocabulary children are expected to learn and understand

- The opportunities for developing geographical skills and fieldwork

Our staff developed the curriculum to ensure that it is coherently planned, sequenced and implemented so that new knowledge, understanding and skills build on what has already been taught.

Geography Curriculum Implementation

A high-quality geography education should inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The key aspects taught should enhance children's awareness of the world, the UK and their locality.

Teaching is in line with our Teaching and Learning Policy (March 2020), and in Geography additionally it focuses on the key aspects of the National Curriculum:

- Locational Knowledge
- Place Knowledge
- Human & Physical Geography
- Geographical Skills & Fieldwork

Teachers also ensure that cross curricular links between subjects are maximized.

Geography in the Foundation Stage

Geography is taught as an integral part of the topic work and the geographical aspects are taken from the DFE Development Matters document to support pupils to achieve the related Early Years curriculum. Geography makes a significant contribution to the ELG Understanding the World through activities such as exploring the immediate environment as well as finding out about; life in this country and other countries, animals' habitats, the weather and seasons. As well as adult input and activities, this is supported by exploring within the EYFS setting, using the wider school grounds and zone 5.

Key Stage 1

During KS1, children investigate their local area and contrasting areas in the UK and abroad, finding out about the environment in both areas and the people who live there. They also begin to learn more 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.

Key Stage 2

During KS2, children investigate a variety of people, places and environments in the UK 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. Children 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. In using geographical enquiry skills, children ask questions, collect and record information and identify different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Children will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc.

Spiritual, moral, social and cultural development

Spiritual development: Through helping children 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 rain forests of South America, mountain ranges in Europe or the Egyptian pyramids.

Moral development: Through helping children 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, deforestation) and the effects this can have on the surrounding area and Earth. They also consider the challenges of pollution and food shortages and how they can influence these and fair trade.

Social development: Through helping children 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 localities, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Fieldwork

Fieldwork is an essential ingredient of geography because it provides a 'real-world' opportunity for students to develop and extend their geographical thinking; it adds value to classroom experiences. The planned fieldwork in our curriculum is learning directly in the real world outside the classroom and is essential for geography education. It helps students to develop geographical thinking, skills, values and social and personal development.

Assessment, Recording and Reporting

Assessment is carried out in line with the school's Teaching and Learning Policy (March 2020) and feedback is given in line with our school's Marking Policy/Code.

Equal Opportunities

It is the responsibility of teachers to ensure that all children, irrespective of gender, ability, race or SEND, have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

Health and Safety

Visits and fieldwork are an essential part of our curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, and any visit should be well organised and provide a stimulating and valuable experience. Please see our Educational Trips and Visits Policy for further information.

Resources

We have a wide range of text books (ERYC schools' library service), atlases, ICT, internet access in class and a range of geographic material in the school library along with centrally stored resources e.g. rain gauges. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, other family members, neighbours or representatives of the local community.

Role of the Subject Leader

The geography subject leader is responsible for:

- Ensuring progression and continuity across the key stage through the reviews and developments of the long-term plan.
- Supporting colleagues in the implementation of the short-term planning and providing support within each unit of work.
- Monitoring progress and standards within the subject.
- Keeping up to date with developments in geography and disseminating information to the rest of the teaching staff.