

Ash Green Community Primary School

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GEOGRAPHY POLICY

1. Ethos

High-quality geography education inspires in pupils a curiosity and fascination about the world and its people that should remain with them for the rest of their lives. Teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

2. Aims

The key aims and purposes of the school's geography provision are developed through pupils' own experiences in the Early Years Foundation Stage (EYFS) and agreed geography content of topics throughout key stages 1 and 2.

Geography provision at Ash Green will therefore seek 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.

3. Policy

TEACHING AND LEARNING METHODS

The knowledge, skills and understanding in the EYFS framework from the age-related banding leading to the early learning goals and programmes of study from the national curriculum identify the specific subject content within the key areas of geography in which pupils make progress:

- ◆ Locational knowledge
- ◆ Place knowledge
- ◆ Human and physical geography
- ◆ Geographical skills and fieldwork

Teaching will ensure that geographical enquiry and skills are used when developing the other three strands. A range of classroom management strategies will be employed to ensure all pupils work as part of the whole class, collaboratively (groups/pairs etc.) and individually.

Activities are designed to interest, encourage and engage pupils with consistent challenge and support to enable effective learning through interactive teaching.

During the EYFS the focus of Geography teaching will be to develop knowledge, skills and understanding relating to pupils' own environments and the people who live there; also to develop an awareness of the wider world.

As pupils move into Key Stage 1 they will develop knowledge about the world, the United Kingdom and their locality. They will therefore be introduced to the world's seven continents and five oceans. In addition they will learn about the four countries and capital cities of the United Kingdom and its surrounding seas. They will be taught to identify all these places on world maps, atlases and globes, using simple compass directions, locational and directional language to describe features and routes on maps. Pupils will compare and contrast the human and physical features of a small area of the UK to a non-European country, using basic geographical vocabulary to refer to key physical and human features. They will learn to identify seasonal and daily weather patterns in the UK and its countries, as well as the countries, continents and oceans studied in Years 1 and 2.

During Key Stage 2, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will therefore be taught to locate the world's countries; using maps, atlases and globes to focus on Europe, Russia, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. In addition, the countries that make up the UK will be reinforced from KS1 and pupils will learn to locate counties, cities and geographical regions and their identifying human and physical characteristics so that they can understand how some of these have changed over time. They apply and extend this knowledge through comparing and contrasting a UK region, a European region and a region within North or South America. In addition, they will use the eight points of a compass, four and six-figure grid references and symbols to build their knowledge of the UK and the wider world. Key aspects of physical and human geography will be taught in greater depth and children will have opportunities to use field work in order to observe, measure, record and present human and physical features in the locality using a range of methods. Pupils will also be taught to identify the position and significance of latitude, longitude, equator, Northern and Southern hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones (including day and night).

All geography activities will be supported by a wide range of resources and, where possible, work in the locality and the use of ICT software. Tasks will always be appropriately differentiated to challenge all pupils, aim higher for more able pupils and support those of a lower ability. Children will be given regular opportunities to self-assess their understanding and this, together with regular and accurate checks by teachers, will be used to inform future planning.

ORGANISATION OF GEOGRAPHY CURRICULUM

A range of activities planned towards the Early Learning Goals in prime areas are delivered throughout the EYFS. Thematic topics are taught in KS1 and KS2 on an annual programme. These topics are part of the whole school thematic curriculum, designed around the programmes of study from the Curriculum 2014. The topics will be supplemented with assemblies, event days and/or theme weeks to ensure coverage of the programmes of study at each key stage.

DETAILED PLANNING

Medium term planning will identify learning objectives, a progression of activities, identification of core skills and key language. This is undertaken in planning teams to ensure parity of learning outcomes. Progress is regularly checked throughout the unit and pupils are assessed against the learning outcomes. Short term planning is the responsibility of individual class teachers. Lesson objective(s) are specified with an appropriate activity, modification/extension tasks. Day to day assessment by the class teacher informs future learning. Barriers and aids to achievement are identified as part of short term plans to ensure effective learning for all individual and groups of pupils. Styles of writing are linked to and from literacy lessons as appropriate.

RESOURCES

The Geography Scheme of Work follows this policy in the schools' Curriculum File. Resources central to the study of geography topics are located in clearly labelled cupboards. Additional resources are continually being acquired to ensure that children have access to a range of stimulating high quality material. Teachers should also ensure that children care for all resources. Additional resources are available from the CEU.

ASSESSMENT AND RECORD KEEPING

Teacher assessment of pupils' targets against National Curriculum Statements is made at the end of each topic using the schools' model for assessment of foundation subjects linked to the learning outcomes.

CONTINUOUS PROFESSIONAL DEVELOPMENT

Continuous professional development opportunities will be provided in line with an analysis of needs linked to the implementation of the schools geography policy and the delivery of the geographical elements of the topic plans. Curriculum audits and staff skills audits (utilising the teachers' standards framework) are completed annually; the results of which are fed into a subject development plan and/or the School Improvement Plan. Funds for professional development may be used to support a range of training activities.

REVIEW AND EVALUATION

The policy for geography will be reviewed three yearly as an agenda item at a staff meeting, led by the geography manager. Comments from staff and governors will be taken into account and any changes to policy agreed at a staff meeting prior to ratification by the governing body. The implementation of the policy will be monitored by the head teacher who will, if necessary call on external agencies to give specialist advice.

*Reviewed and amended March 2014
E Johnston & M P Sheppard*