

# Thirsk Community Primary School



## Geography Policy January 2018

### Purpose of Policy

Geography is a foundation subjects in the National Curriculum. This policy will form the basis upon which we map out the statutory orders for Geography. It will outline the purpose, nature and management of how Geography is taught and learned in our school and will inform new teachers of expectations. The policy reflects the views of all the staff of the school. All staff are fully aware of their role in its implementation. Staff have access to the Policy on eschools and the school website. Parents are able to view the policy on the school website.

### Aims and Outcomes

- To develop pupils' enjoyment, interest in and knowledge of Geography and an appreciation of its contribution to all aspects of everyday life
- To build on pupils' curiosity and sense of awe in our past and physical/social world
- To introduce pupils to the language and vocabulary of Geography
- To develop pupils' use of computing in their Geography studies
- To introduce a way of teaching Geography through the core subjects.
- Improve pupils skills across the curriculum, especially in Literacy, Maths and Computing
- Develop thinking skills
- Promote awareness and understanding of spiritual and moral issues

### The role and responsibility of the subject leaders

- To support and guide the classroom practice of teachers and support staff
- To ensure coverage, continuity and progression in planning
- To monitor and evaluate the effectiveness of Geography teaching and learning
- To update documentation where necessary
- To liaise and consult with outside agencies where appropriate
- To attend relevant INSET training
- To review regularly the contribution made by Geography to a meaningful curriculum

### Equal opportunities and inclusion

All children will be given an equal opportunity to maximise their individual potential; this is regardless of ability, gender, race, religion/beliefs, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Equal emphasis will be given to the roles of both men and women in society, at all levels of Geography study. Every effort will be made to ensure that activities are equally interesting to all pupils.

## **Teaching and learning**

Geography is a National Curriculum foundation subject with designated programmes of study.

## **Geography**

### **EYFS**

During the Foundation Stage, children will work towards the geographical aspects of the Early Learning Goals for Understanding the World.

### **Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should 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.

### **Key stage 2**

Pupils should 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 should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils in Key Stage 1 and 2 should be given opportunities to develop:

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

## **Planning**

We refer to the National Curriculum objectives as the basis for our curriculum planning in Geography. We liaise across the school to ensure curriculum coverage, progress and the development of skills. Our curriculum planning is in three phases (long term, medium term and short term). Our long term plan maps the Geography topics studied during each Key Stage. We plan the topics in Geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression build into the scheme of work, we offer them an increasing challenge as they move up the school.

## **Assessment for learning**

Children demonstrate their ability in Geography in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons, discussions, question and answer techniques and observations. On completion of a piece of work, the teacher assesses the work by marking and commenting as necessary, and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide their progress, this may include a gap task if appropriate.