

# Ellington Primary School



## Geography Policy Statement

### Introduction

Geography at Ellington Primary School is about allowing pupils to explore, appreciate and understand the world in which we live and how it has evolved. 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. The National Curriculum states, 'Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip 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.'

### Aims of Geography at Ellington Primary School

At Ellington Primary School we hope to:

- inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

### Objectives

To provide a wide range of experiences and tasks appropriate to the needs of the children, to:

- stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places
- 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
- 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
- encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means
- ensure children make sense of their own surroundings through learning about their own locality and the interaction between people and the environment
- develop children's geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry
- enable children to apply map reading skills to globes and atlas maps and identify geographical features
- enable children to formulate appropriate questions, develop research skills and evaluate material to inform opinions
- 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

## Subject Content

Our geography content is based on the National Curriculum. See Curriculum Overview (Appendix 1) and the content is mapped out on our Progression of Skills document for EYFS (Appendix 2) and Progression of Skills document for KS1 and KS2 (Appendix 3).

## Special Educational Needs and Higher Attainers

- Teaching needs to meet the needs of all children
- Children with special educational needs need to have differentiated activities which allow them to access the curriculum fully and make progress
- The planning should clearly indicate the objectives these children are working on
- Planning should be sufficiently differentiated to cover their needs
- Practical resources will be available to all children

## Early Years Foundation Stage

Foundation Stage pupils are taught geography as an integral part of the Understanding the World work covered during the year. We relate the geography side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as exploring, observing, problem solving, predicting, think critically, making decisions and talking about the creatures, people, plants and objects in their natural environments. Geographical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

## Planning

Geography is taught through a topic approach alongside Design & Technology, History and Art; links are also made with core subjects of English, Maths and Science wherever possible. Our Creative Curriculum is carefully planned to engage and excite all our learners, in order to provide the school with a high quality curriculum, it is the driving force for our planning. Our Curriculum Overview (Appendix 1) for each year group links to skills and themes covered which is highlighted in our Progression of Skills documents (Appendix 2 and 3).

## Teaching and Organisation

Geography is approached through a variety of teaching and learning styles. Our principle aim is to develop the children's knowledge, skills and understanding and we believe in a variety of teaching methods, including whole class teaching and combine these with enquiry-based research activities. We believe children learn best when:

- they undertake fieldwork
- they build their own models
- they visit places of relevance
- they confidently use a range of stimuli for research
- they can work independently and collaboratively

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

## Teaching Assistants

Time should be set aside prior to the lesson to discuss with the teaching assistant the learning objectives, the activities and their role in the children's learning. Teaching Assistants should be used to support the learning of children throughout the whole of the geography session. During the lesson they can: support a child/ group to ensure good understanding of objective being taught. Teaching Assistants need time at the end of the session to discuss the work of the child/children they have supported with the teacher.

## Classrooms and Display

To reinforce, support and celebrate the children's learning, all classrooms should have a topic based display.

## Assessment

Formative assessment will be collected throughout each geography topic. Grades of WTS (working towards), EXS (expected), GDS (greater depth) will be given. Pupils in EYFS are monitored throughout the year using the Early Years Foundation Curriculum and against the ELG at the end of the year using the EYFS Profile.

## Marking and Feedback

Good feedback should:

- Praise the child
- Celebrate success of children through rewards and celebration assemblies
- Explain what the child has done well and what they have achieved/learned
- Extend the learning that has already taken place through questioning
- Clarify any misconceptions
- Be a dialogue between the teacher and the child
- Provide an opportunity to assess a child's progress and inform assessment and planning

## Role of Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in Geography through:

- Monitoring and evaluating pupil progress
- Analysing data
- Ensuring breadth and balance of the curriculum is achieved
- Taking the lead in policy development
- Supporting colleagues in their continued professional development (CPD)
- Purchasing and organising resources
- Reporting to governors and senior leadership team
- Providing guidance, support and training for parents and carers
- Keeping up to date with recent curriculum developments

Geography Policy

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April 2020

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