

# Geography Policy

## Our Vision

Our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens.

## **Our school aims are:-**

- To Provide a safe and stimulating school environment.
- To Promote high standards of teaching and learning.
- To Value and Develop all members of the school community

## Curriculum

The school's curriculum is designed to meet the needs of its pupils, and its major aims are to provide all children with an education which will help them to:

Enable all to achieve their potential, celebrating success within a caring environment.

- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Foster a love of learning.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Develop an increasing responsibility in pupils for their own life-long learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal and inclusive opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

## Philosophy/Rationale.

Geography is a valued part of the curriculum at Newfield Park Primary School. It teaches children a knowledge and understanding of the world in which they live and aims to inspire a curiosity and fascination about the World and its people.

Children learn key life skills such as how to draw and interpret maps, and they develop the skills of research, investigation and analysis. Through studying Human and Physical Geography, the children will deepen their understanding of the Earth.

Through their growing knowledge and understanding of the world, children gain an appreciation of life in their own and other cultures and gain a greater understanding of their roles and responsibilities as positive global citizens.

## Aims

In Geography our aims at Newfield Park Primary School are:

- To enable children to gain knowledge and understanding of places in the world.
- To enable children to gain a knowledge of their local area.
- To increase children's knowledge of other cultures and in doing so teach a respect and understanding of what it means to be a positive citizen in a multi-cultural society.
- To enable children to know and understand environmental problems at a local, regional and global level.
- To explore places and themes using both indirect and first-hand experience.
- To develop a range of organisational and communication skills, including the use of ICT.
- To have the opportunities to participate in fieldwork and apply geographical skills.

## Planning for Geography

At Newfield Park Primary School, teachers plan for Geography using the 2014 National Curriculum and 'The Key' scheme from B and C Education. This Scheme of work has been written with Geography specialists who have worked alongside the Subjects Co-ordinators to plan a coherent, compliant, engaging and progressive curriculum that is meaningful to the Children's immediate locality. Teachers plan half termly blocks of Geography work based on the provided scheme. Lessons are planned to ensure that key knowledge is developed over time and retrieval practise is a frequent feature of lessons.

Foundation Stage will use guidance from the EYFS "Understanding of the World: The World' and Understanding the World: People and Communities Early Learning Goals. In light of the new EYFS framework (SEPT 2020), the children will complete a topic based upon a contrasting Non-European Country. This will be the Gambia as this is already a strong link in our school.

## Assessment, Recording and Reporting

Informal, on-going assessment of learning outcomes will be used to determine pupil understanding and future learning. Teachers will report back to children on their progress verbally and via marking of books, including sharing next steps and gap tasks. Children will also be given the opportunity to self and peer assess. Termly, teachers will use school assessment sheets based on the 2014 Curriculum in order to record children's progress, reporting whether they are developing, secure or exceeding National expectations.

Children's work is recorded weekly in their Learning Journeys. Practical and Outdoor Learning is recorded and evidenced on the SeeSaw App, which can only be accessed by teaching staff.

In the Foundation Stage children are assessed through careful observations and adult led activities. Teachers use the Foundation Stage Profile to monitor progress of Geography using the Early Learning Goals within 'Understanding the World: People and Communities.'

## Cross-Curricular Links

English: Geography makes a significant contribution to developing literacy skills of reading, writing, speaking and listening. A few include; reading and interpreting of geographical texts and resources; speaking and listening during discussions and field trips and writing skills involved in research, annotating, drawing and labelling and data recording/collecting.

Mathematics: The teaching of Geography contributes to children's mathematical understanding in a variety of ways. This includes reading and writing 4-6 figure grid references, reading scales, collecting data and reading measurements for distances. Children should be given opportunities to collect such data through fieldwork.

PSHE and Citizenship: Through Geography, children can gain further understanding of their own beliefs and ideas but also those of other people. They can gain a greater understanding of cultures and traditions. In addition, it provides opportunities to discuss citizenship and welfare including sustainability and other environmental issues. It allows for children to develop discussion and debating skills and enables children to listen to others' thoughts and opinions.

ICT: ICT enables teachers to share resources with children using multimedia, modelling key skills. Children will be given opportunities to use laptops and tablets to research, investigate and record their findings. In addition to this children will use technology to explore GIS.

## Fieldwork and Trips

Fieldwork and trips play an integral part in the teaching of Geography. They are crucial in developing children's geographical skills and provides them with opportunities for first hand experiences. Learning outside of the classroom is a key feature of Geography lessons and specific activities are mapped and planned. Staff are given extra support and training to develop their skills in this area. The school grounds and surrounding area will be used wherever possible to enhance learning. Upper KS2 in particular will have extensive opportunities for outdoor learning during their residential trips.

## Inclusion in Geography

We strive to ensure all children achieve and enjoy learning at Newfield Park Primary School. We believe that all children are individuals and have an equal right to a full and rounded education which will enable them to achieve their full potential. We recognise that it is our responsibility to plan and teach a broad and balanced curriculum that is inclusive of all pupils. When planning, teachers will ensure that all children have access to the Geography Curriculum and will differentiate lessons in order to include all children, including setting challenging work for those who need it and offering support through intervention for under achieving or SEND.

## Health and Safety

All fieldwork will be planned with reference to the School's Health and Safety Policy. Risk assessments will be made of trips and activities and necessary. Staff are advised to visit any new sites for trips. When using ICT in Geography staff will ensure children adhere to the rules and expectations as outlined in the E-Safety policy.

## Resources

'The Key' scheme and generic resources will be kept in a central location where they can be accessed by all teachers both electronically and physically. These include anemometers, quadrats and maps. Any resources specific to topics will be kept by class teachers. It is the responsibility of teachers to inform the Subject Leader if any resources need replacing or if new ones need purchasing.

Children have access to a range of books linked to topics as well as Knowledge Organiser's that support and aid their learning. Technology is used frequently in lessons for research purposes as well as the use of online maps and other online tools.

## Monitoring and Review

An action plan will be drawn up by the subject leader at the start of each year. Geography will be monitored termly through book trawls, pupil interviews and planning trawls and this information will be fed back to staff. The subject then be reviewed at the end of the school year.

## **Roles of the Subject Leader**

The Subject Leader is responsible for monitoring the planning, teaching and assessing of Geography across the whole school. In conjunction with teachers, they ensure all resources are up to date and relevant for the topics being taught. They help colleagues to develop their own subject expertise and knowledge and understanding. Action plans and policies for Geography are the responsibility of the subject leader.

**Last review: Nov 2019**

**This review: Sep 2022**

**Next review: Sep 2025**

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