

Cestria Primary School Geography Policy



**Mrs A. Wright
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Geography Policy

At Cestria, our Geography curriculum is designed in line with National Curriculum guidelines and consequently incorporates the knowledge, skills and understanding required for this subject.

Our primary goal is to teach 'new knowledge' which is built upon prior learning and taught through a particular subject specific skill.

Purpose of Study

A high-quality 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. 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.

Aims

The national curriculum for geography aims 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.

Geography Curriculum Planning

Geography is a foundation subject in the National Curriculum. Medium term plans have been created in association with a local authority advisor. These are specific units of work in each year group that allow children to build upon their previous learning and develop the necessary skills and knowledge required in their Key Stage. Teachers should make links and encourage pupils to use previous knowledge in approaching new work. They use a range of sources of information to enable the children to extend their knowledge and to build on previous learning.

We have incorporated all the skills specific units of work in each year group to ensure that the children receive a balanced geography curriculum across the school incorporating all the necessary research, reference and recording skills. Our curriculum planning is based upon National Curriculum objectives.

We teach geography in Reception as an integral part of the topic work covered during the year. We relate the geographical aspects 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.

Map skills and geographical knowledge are taught as part of the continuous provision in our school. Each year group has specific objectives which focus on our locality and the UK and the wider world. Each class has a map(s) displayed which is referred to continually throughout the day in order to teach to these objectives and to build upon prior learning.

Cross-Curricular Learning

At Cestria we use Geography to promote learning across many areas of the National Curriculum, including: -

Literacy skills are developed through report writing, debating- especially about environmental issues-, reading, recording information, speaking and listening.

Mathematics is enhanced through the study of space, scale and distance and the use of four figure and six figure grid references. Children also use graphs to explore, analyse and illustrate a variety of data.

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way in which people recycle material, and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions about world issues.

We offer children in school many opportunities to examine fundamental questions in life through the medium of geography. For example, work on the changing landscape and environmental issues leads to questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development.

Computing enhances our teaching of geography, wherever appropriate, in each key stage. Children use their skills in data handling and in presenting written work. They research information through the Internet and libraries of digital images (for example using aerial photographs, Google Maps, videos).

Fieldwork

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

For health and safety issues regarding fieldwork, our school follows the guidance contained in its policies on Off-Site Visits and on Health and Safety.

Assessment and Monitoring

The subject leader works alongside the SLT to monitor standards of teaching and learning at Cestria School. A structured cycle of planning and work scrutiny and observations, and pupil interviews provide information to judge the effectiveness of the subject as well as future development points. Informal assessments occur via observation, individual, group and class discussions, questioning opportunities, marking of work and through assessment for learning recording sheets completed by children at the beginning and end of each topic.

AFL recording sheets have an overarching enquiry question linked to the topic. Teachers use information from this to plan appropriate lessons to build on children's geographical knowledge. Lessons include: analysis skills, looking at primary sources and geographical interpretation. Marking and feedback is related directly to the learning objectives which are shared with the children at the start of each lesson as a Bel (by the end of the lesson) with accompanying S2S (steps to success).

TO BE REVIEWED ANNUALLY