

Withnell Fold Primary School



Geography Policy 2024 – 2026

THE IMPORTANCE OF GEOGRAPHY

Geography raises and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem-solving skills to be applied both inside and outside the classroom.

Geography provides a focus within the curriculum for understanding and resolving the issues concerning the environment and sustainable development. Geography allows pupils to encounter different societies and cultures leading them to realise how nations rely upon one each other.

Geography can encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

RATIONALE

Geography is a valued part of the National Curriculum. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people. Geography stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes. Geography encourages children to learn through experience particularly through fieldwork and practical activities.

AIMS

Good Geography teaching aims 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.
- ✓ 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.
- ✓ Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- ✓ Acquire Geographical knowledge, understanding and skills.
- ✓ Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

(Taken from the New Primary Geography Curriculum -Reference: DFE-00186-2013)

OBJECTIVES OF CURRICULUM

Children will be taught a range of knowledge of skills in both Key stage 1 and Key stage 2.

Both key stages will focus on Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork. Interwoven throughout this, children will gain an understanding of the key concepts underpinning these (place, cultural diversity and environmental impact).

Key Stage 1

In Key Stage 1 these focus areas can be taught in the following teaching units

- ✓ Our school within its locality
- ✓ A small area of the United Kingdom
- ✓ A small area of a contrasting non-European country
- ✓ Weather patterns in the United Kingdom.
- ✓ Hot and cold areas of the world.
- ✓ The United Kingdom
- ✓ The World

Key Stage 2

In Key Stage 2 these focus areas can be taught in the following teaching units

- ✓ The local area
- ✓ A region of the United Kingdom
- ✓ A region of a European country
- ✓ A region within North America or South America and Asia
- ✓ The geography of the world

Planning

Detailed planning is carried out every half-term or term by the class teacher and monitored. At Withnell Fold we personalise our own curriculum ensuring all aspects of the national curriculum are covered. We have developed a rolling program of topics for each half term. Geography is often taught as part of a themed / topic approach. It is important to note that the planning is informed by the teacher's assessment.

KEY STAGES ONE AND TWO

Geography is taught as part of our topic themed based curriculum. The objectives and themes within the National Curriculum are all covered within the different themes covered in each class-

The subject may be taught in block units throughout the year rather than following a weekly lesson format.

FOUNDATION STAGE

Geography is delivered to Foundation Stage pupils within the Knowledge and Understanding of the World Area of Learning through a cross curricular topic theme-based approach at various points throughout the academic year.

ORGANISATION

In lessons a variety of approaches will be used to ensure continuity and progression. Lessons will include a blend of whole class teaching, group work and individual work. Learning activities may consist of:

- ✓ Groups, usually of mixed ability or adapted tasks
- ✓ Teacher produced activities
- ✓ Relevant discussion at class, group and paired level
- ✓ A chance for groups to communicate findings in a variety of ways including the use of Computing
- ✓ Commercially available packs which are used to support topic work and geographical themes.
- ✓ The use of role-play in studying contentious issues.
- ✓ The use of audio visual aids in presenting material to the children.
- ✓ The use of fieldwork where possible so that children gain first-hand experience of local and contrasting environments.
- ✓ The integrated use of ICT within geography lessons.

CLASSROOM ORGANISATION

The organisation of the classroom will vary according to the activity that is being carried out. The formal classroom layout will alter when mixed ability group work activities are taking place

Role-play scenarios will require a reordering of the room to provide wider areas nearer the front of the class. Wherever possible, mixed ability groups will be used to encourage lower ability children to gain confidence through sitting near or next to colleagues with a deeper understanding of the subject.

SUPPORT STAFF

Teaching assistants within the class play an important role in the delivery of the subject. They are involved in preparation before lessons and look at plans so as to be aware of the content of the lesson and their role within it.

ASSESSMENT, RECORDING AND REPORTING

At Withnell Fold Primary School assessment is used to provide diagnostic information, inform future teaching and learning, provide summative assessment for teachers and provide information for parents.

Each class teacher is responsible for pupil assessment. Teacher assessment is made throughout Key Stages 1 and 2. It involves children's written work and tasks, teacher observation, discussion and questioning. The children's progress will be measured against the 'age related expectations' and uses the KLIPs for geography as guidelines. Work is marked in accordance with the school's marking policy. Pupils' progress is reported to parents in accordance with the statutory requirements and our own school reporting arrangements. Reporting of Geography at the Foundation Stage appears within the Knowledge and Understanding of the World Area of Learning.

SEN / INCLUSION AND THE GEOGRAPHICAL CURRICULUM

In order to provide work that is appropriate to the learning experiences of the individual children it is necessary for the teacher to be aware of the statements/individual educational programmes that apply to children in the class that he/she is teaching.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum. These principles are related to how teachers plan and teach the curriculum through:

- setting suitable learning challenges.
- responding to the diverse learning needs of pupils.

- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

These principles are considered when selecting units to be taught throughout the Foundation Curriculum and Key Stages 1 and 2 and in developing the chosen units for use in the classroom (short term planning).

STAFF DEVELOPMENT

Staff development in this area of the curriculum is available through the county course programme and through meetings with colleagues from other educational establishments. Teachers who have attended geography courses report back to colleagues at a staff meeting.

School INSET provides opportunities to compare developments in this area of the curriculum with other subject disciplines.

Staff meetings are planned as necessary to inform staff of changes, adaptations and expectations regarding the teaching and learning of geography across school.

FIELDWORK

Fieldwork is a vital ingredient of the geography curriculum. Where possible, children are provided with opportunities to study topics within the outside environment.

Planning for educational visits follows the current guidelines produced for schools by Lancashire County Council.

EQUAL OPPORTUNITIES

Children irrespective of ability, race or gender are given full access to the geography schemes of work. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

ROLE OF THE SUBJECT LEADER

The role of the geography subject leader is to;

- ✓ Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in geography throughout the school
- ✓ Support colleagues in this development of planning, their implementation of the scheme of work and in assessment and record keeping activities.
- ✓ Monitor progress in geography and advise the head teacher on action needed
- ✓ Conduct work sampling regularly focussing on different aspects of teaching and learning.
- ✓ Take responsibility for the purchase and organisation of central resources for geography.
- ✓ Keep up to date with developments in geography education and disseminate information to colleagues as appropriate.

ROLE OF THE HEAD TEACHER

- ✓ Lead and monitor the implementation of this policy
- ✓ With the Geography Subject Leader monitor the teaching and learning of pupils.
- ✓ Reflect on subject development plans and annual subject profile
- ✓ Keep the governing body informed about the changes to this policy.

EVALUATION-REVIEW-MODIFICATION

This policy document will be regularly reviewed (every two years) to assess its value as a working document.

Reviewed September 2022

Reviewed September 2024

Next review date September 2026