



Stanley St Andrew's Church of England Primary School

Curriculum Policy for Geography

We inspire all children to flourish by sharing their individual light during a life of fullness within God's love of all.

Policy Statement

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 on 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.

Aims

The aims of geography are:

- to enable children to gain knowledge and understanding of places in the world.
- to 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.
- to allow children to learn graphic skills, including how to use, draw and interpret maps.
- to enable children to know and understand environmental problems at a local, regional and global level.
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Teaching and learning style

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g., research of a local environmental problem or use of the Internet to investigate a current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses.
- using mixed ability pairings when researching the internet.
- grouping children by ability in the room and setting different tasks to each ability group.
- providing resources of different complexity according to the ability of the child
- using Teaching Assistants to support the work of individual children or groups of children.

Geography Curriculum Planning

We use the National Scheme of work for Geography as the basis for our curriculum planning, incorporating essential key skills, knowledge and understanding to provide a cross-curricular programme. Using the Creative Curriculum, we have adapted the national scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork, and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area. Our curriculum planning is in three phases (long term, medium term and short term).

As we have mixed-age classes, we do the medium-term planning on a two-year cycle. In this way we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.

Each class teacher creates a plan for each lesson. These daily lesson plans list specific learning objectives. The class teacher keeps these individual plans.

We plan the topics in geography so that they build upon prior learning. Children of all abilities can develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Curriculum

Early Years (EYFS)

Within the Early Years Foundation Stage, geography is included as part of Knowledge and Understanding of the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world.
- Begin to know about their own cultures and beliefs and those of other people.
- Find out about their environment and talk about those features they like and dislike.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places, and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places, and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs, and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting, and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases.

Children will be taught a range of knowledge of skills in both Key Stage 1 and 2. Both key stages will focus on Locational knowledge, Place knowledge, Human and Physical Geography and Geographical skills and fieldwork.

Teaching at all ages is linked to our sister school in India (Dum Dum).

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

- Our school within its locality – Stanley Village
- 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

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

- The local area – Stanley Village
- A region of a European country
- A region within North America
- A region within South America
- The geography of the world

The contribution of geography to teaching in other curriculum areas

Our curriculum enables us to teach in a cross-curricular manner where appropriate. Throughout school Geography is taught both discretely and in a cross-curriculum way. The curriculum can promote learning across the curriculum in several areas such as spiritual, moral, social and cultural development, key skills and thinking skills.

English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking, and listening. We ensure that some of the texts that we use in English are geographical in nature. This is because we believe that these activities develop the children's speaking and listening skills, reading skills and writing abilities. In Key Stage 2 we organise debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

Mathematics

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use grid references. They also use graphs to explore, analyse and illustrate a variety of data.

Information and Communication Technology (ICT)

We make provision for the children to use the computers in geography lessons where appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. Children become familiar with online maps and can locate aerial views of the school.

Personal, Social and Health Education and Citizenship (PSHEC)

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 people re-cycle 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. Geography in our school promotes the concept of positive citizenship.

Spiritual, Moral, Social and Cultural Development (SMSC)

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of humankind on our world environment and we introduce the concept of 'stewardship' in relation to sustainable development. 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. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

Cross – curricular teaching of geography

Geography may be taught in a cross – curricular approach across a range of subjects in order to enhance the knowledge and understanding of the world nature of the subject. The teaching of scientific skills or knowledge may not always be through a 'geography' lesson.

British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are integrated into the curriculum according to the 2011 Prevent Strategy.

Teaching geography to children with special educational needs (SEND)

At Stanley St. Andrew's Church of England Primary school, we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that match the needs of children with learning difficulties, and we take into account the targets set for individual children in their Individual Education Plans (IEP's).

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- 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 in order narrow the gap.

We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, for example, a field trip (ramble), we

carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and Recording

Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a PowerPoint presentation based on their investigations.

On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

We assess the children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit. We use these to plan future work, to provide the basis for assessing the progress of the child, which is recorded in the child's annual report.

The geography subject leader keeps samples of the children's work in the subject folder and photographic work is stored on the school server under 'Geography', each class has their own class folder. Class teachers keep the children's geography work in their topic books.

Teachers use a progression grid to map children's progress. This is recorded onto RM every term.

Resources

We are continually reviewing resources in our school to be able to teach all the geography units in our Scheme of Work. We keep these resources in a central store (Angelou room / science trays) and classes also have class-based equipment / resources in their own rooms.

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. In the Foundation stage and at Key Stage 1 all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children do a study of the local area. We have a termly Ramble which focuses on a different geography skill each term.

Monitoring

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting

colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Review

This policy was reviewed in June 2024 by Elizabeth Richardson.

This policy will be reviewed in June 2027 in accordance with our policy review schedule.