

# Lovers' Lane Primary and Nursery School



## Geography Policy

Date Reviewed: September 2022

Next review date: September 2023

# Geography Policy

## Introduction

This policy reflects the school values and philosophies in relation to Geography. It sets out a framework within which the staff can operate. It is in conjunction with the National Curriculum for Geography. The policy has been drawn up in agreement with the staff and has the full agreement of the governing body.

## Aims and Objectives.

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

## 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 encourage in children a commitment to sustainable development;
- 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.

## Approaches to teaching and learning.

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 IT 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.

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;
- 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 classroom assistants to support the work of individual children or groups of children.

## **Curriculum**

Our long-term planning, maps the Geography topics studied during each year group. We teach the knowledge, skills and understanding set out in the New National Curriculum of 2014 through the corresponding programme of study.

Each teacher follows our progression map to ensure that the planning of skills, knowledge and understanding is in line with age appropriate expectations. This means there is planned progression throughout the school and differentiation between the age groups.

## **Geography in Early Years**

In Early Years Foundation Stage pupils learn about our world through a combination of child initiated and adult directed activities.

### Pupils are taught:

- To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.
- To talk about some of the things they have observed, such as plants, animals, natural and found objects.
- To talk about why things happen and how things work.
- To develop an understanding of growth, decay and changes over time.
- To show care and concern for living things and the environment.
- To look closely at similarities, differences, patterns and change.
- To talk about the features of their own immediate environment and how environments might vary from one another.

## **Geography in Key Stage 1**

### Pupils are taught:

- To develop knowledge about the world, the United Kingdom and their locality.
- To understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their local awareness

Pupils are able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.

### **Geography in Key Stage 2**

#### **Pupils are taught:**

- To extend their knowledge about the world, the United Kingdom and their locality.
- To extend their knowledge and understanding of the location and characteristics of a range of the world's most significant human and physical features.
- To develop their use of geographical tools and skills to enhance their locational and place knowledge.
- To understand more advanced subject-specific vocabulary relating to human and physical geography

### **Assessment**

Assessment has two main purposes

- Assessment of learning (also known as summative assessment).
- Assessment for learning (also known as formative assessment).

At Lovers' Lane Primary School we recognise that AfL lies at the heart of promoting learning and raising standards of attainment. We further recognise that effective AfL depends on actually using the information gained.

All staff use assessment tickets to assess the children's knowledge and skills at the end of each topic. These tickets are passed up through school so that we can track children's progress and plan accordingly.

### **Inclusion**

At Lovers' Lane, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented.

### **Monitoring, Evaluation and Feedback:**

Monitoring standards of teaching and learning within Geography is the primary responsibility of the Geography Leader. Details of monitoring and evaluation schedules can be found in the Geography Action Plan.

#### **Monitoring will be achieved through:**

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.

- Dedicated Geography Leader time.

### **Roles and Responsibilities**

#### **Head Teacher**

- Monitoring the implementation of the Geography Policy and its associated policies such as the Safeguarding and SEND Policies.
- Ratifying (in conjunction with the Governing Body) the Geography policy, Safeguarding policy and Geography Leader's Action Plan.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving budget bids and setting them.
- Creating in conjunction with the Geography Leader, a long-term vision for Geography which includes forecasted expenditure and resources.
- Monitoring the performance of the Geography Leader in respect to their specific job role description for Geography.
- Ensuring any government legislation is being met.

#### **Geography Lead**

The Geography Leader is responsible for coordinating Geography throughout the school. This includes:

- Ensuring continuity and progression from year group to year group through monitoring books and planning.
- Guiding colleagues with how Geography should be taught.
- Advising on training needed and booking staff on appropriate courses.
- Assisting with buying and maintaining resources within the yearly budget.
- Assisting and supporting colleagues in the implementation and assessment of Geography throughout the school.

#### **Class teacher**

- To ensure progression of geographical skills with due regard to the National Curriculum for Geography.
- To develop and update skills, knowledge and understanding of Geography.
- To identify inset needs in Geography and take advantage of training opportunities.
- To keep appropriate on-going records.
- To plan effectively for Geography, liaising with Geography Lead where necessary.
- To inform parents of pupil's progress, achievements and attainments.

## **Health and Safety**

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking Geographical activities.