



## **POLICY DOCUMENT**

### **Geography**

	<b>Name</b>	<b>Date</b>
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Review	Jenny Wright	April 2020

## **Introduction**

Geography is a valued part of the curriculum at St Mary Cray Primary Academy as 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. It stimulates curiosity and imagination and at SMCPA we aim to build upon each of our children's "personal geography" by developing geographical skills, understanding and knowledge through our Core curriculum. We encourage children to learn by experience and we value fieldwork as an integral part of the Geography Curriculum. At SMCPA we believe:

*'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.'* (National curriculum 2013)

## **Aims**

- To 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
- To 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
- To be competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through fieldwork that deepens their understanding of geographical processes
- To be able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## **Implementation**

At SMCPA Geography is taught through a Core Knowledge curriculum. The programme of study identifies key knowledge and skills and these are taught through dedicated Geography lessons. Each unit of work will be assessed at the end of the unit. When possible children will take part in field work, using the information, data and evidence they have gathered to develop their geographical knowledge and understanding of physical and human processes.

- Investigating real places and themes across a widening range of scales
- Developing a knowledge and understanding of physical, and environmental geography and the patterns and processes at work in them
- Undertaking geographical enquiry, applying skills and techniques, collecting and analysing evidence, drawing conclusions and communicating findings in a variety of ways e.g. questionnaires, graphs, tables, databases etc
- Using maps at various scales and plans, fieldwork, instruments. I.C.T. and other sources of evidence such as photographs, newspapers visitors to inform their work.
- Teachers plan lessons which reflect all learning styles and excite children's interests through 'hands on experiences'

The contribution of Geography to other curriculum areas:

- 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. Children in Key Stage 2 develop speaking and listening skills through debating environmental issues. Writing skills are developed through recording information, reports, letters, posters, etc.
- Geography contributes to the teaching of Mathematics in a variety of ways. Children are taught to represent objects with maps. They study space, scale and distance and learn how to use grid references. They also use graphs to explore, analyse and illustrate a variety of data.
- Children use ICT to enhance their skills in data handling and in presenting written work. They use the Internet to find information, and databases/spreadsheets to handle and present information. Children also have the opportunity to use digital cameras to record and use photographic images.
- Geography contributes significantly to the teaching of Personal, Social and Health Education and Citizenship. Firstly, the subject matter directly lends itself to raising matters of citizenship and social welfare. Children study the way in which people interact with the world and how environments are changed for better or for worse. Children have the opportunity to participate in debate and discussions.
- In History and RE geographical knowledge is essential in order to place events and themes in context. The enquiry approach is common to all the Humanities subjects.
- As part of their Spiritual, Moral, Social and Cultural development, children at SMCPA are offered many opportunities to examine the fundamental questions in life through the medium of geography. Work on the changing landscape and environmental issues lead children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of

mankind on our world and we introduce the concept of sustainable development. Through teaching about contrasting localities, we enable children to begin to learn about inequality in the world. We help children to develop their knowledge and understanding of different cultures and contribute to their social development by teaching them how society works to resolve difficult issues of economic development.

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 tasks which are open-ended and invite a variety of responses
- setting tasks which are suitable and appropriate for all the pupils' starting levels, ensuring that the more able pupil can be challenged and those with SEN achieve with confidence
- grouping children by ability, setting different tasks to each ability group
- providing resources of different complexity according to the ability of the child

## **Planning**

Planning is used to:

- set clear achievement goals that reflect the Core Knowledge the children need to progress
- ensure work is matched to pupils' abilities, experience and interests
- ensure progression, continuity and subject coverage throughout the school
- provide criteria for assessment and evaluation of teaching and learning

Geography is concerned with the study of real places across a range of scales. We believe that many geographical skills and themes can be taught through the study of places.

## **Foundation Stage**

Geography makes a significant contribution to the development of each child's Understanding (of) the World under the heading '*The World*'. We encourage children to observe, comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world around them. Through observation and hands-on experiences children learn to identify and explore similarities, differences, patterns and change in their world. They are encouraged to view the world with awe and wonder and to reflect on their observations – verbalising their ideas. They are provided with basic geographical and directional vocabulary.

## **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, including the seven continents. 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. They create their own maps and develop keys.

### 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. They 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. They learn to use grid references and to locate places using the grid system. They explore map projections and examine a range of maps and how the map may influence our perceptions.

### **Special Educational Needs, Inclusion, Equal Opportunities**

At SMCPA we recognise the responsibility to provide a broad and balanced curriculum for all pupils. In Geography the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

### **Fieldwork**

At SMCPA we feel that 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.

### **Health and Safety**

Teachers are aware of the regulations concerning taking children off the school

premises and produce relevant documentation such as risk assessments and plans of any proposed journeys either by foot or transport. Staff are also responsible for ensuring that materials and instruments are used with care and that children are appropriately equipped.

### **Assessment and Record Keeping**

- Children's work in Geography is assessed in a variety of ways such as by making formative assessments, observing children during lessons.
- On completion of a unit of work we carry out summative assessments in relation to the National Curriculum and assess the pupil's ability to apply their knowledge, identifying which children have exceeded, which have achieved and which are below national expectations.
- These assessments are used to plan future work, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.
- Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes that are proposed.
- Activities resulting in written or oral outcomes, project material, models, practical fieldwork, role-play, video/audio presentations, factual recall, observations and display work may provide further basis for assessment.
- Feedback to our pupils is also provided on their attainment against the objectives of Geography. Pupils are encouraged to improve their own learning performance through the school marking policy, allowing children to evaluate their own work in order to understand their future steps to success.