ST PETER'S CE PRIMARY & NURSERY SCHOOL WEM

'Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.'

'In the same way, you should be a light for other people.
Live so that they will see the good things you do'

Matthew 5:16 (ICB)

GEOGRAPHY POLICY SPRING 2024

Reviewed by: E Ziola, Spring 2024

Date of next review: Spring 2026

The Importance of Geography

At St Peter's, Geography is a valued part of the curriculum 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. 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 local, national and global places and issues. We encourage children to learn through first-hand, practical experience and value fieldwork as an integral part of the Geography curriculum.

'Geography nurtures curiosity and wonder about the world' – Alaric Maude, 2010.

Aims

At St Peter's we aim to develop:

- Pupils knowledge and understanding of contrasting places in the world and of environments at a local, national and global level
- Children's interest in their surroundings and in the world in which they live, and the interaction between people and environment.
- Skill based learning includes how to use, draw and interpret maps, enquiries, problem-solving and use of thinking skills
- A knowledge and understanding of geographical concepts linked to real life experiences and fieldwork
- Both independent and group work during geographical enquiry and fieldwork
- Children's ability to discuss and investigate further current geographical issues
- Ability to formulate appropriate questions, develop research skills and evaluate material to inform opinions
- The geographical skills and vocabulary necessary to carry out effective geographical enquiry
- An ability to plan and steer our own learning to suit our needs
- A commitment to sustainable development to recognise and understand issues concerning the environment and climate change
- Effective use of ICT to promote learning and enable pupils to use data and information sources to search and select, organise and investigate and refine and present information skilfully
- Knowledge and understanding of the human and physical processes which shape locations

Organisation

- Throughout KS1 and KS2, Geography is taught through cross curricular based themes
- A yearly overview is organised by the KS team ensuring coverage and progression in line with the NC.
- Planning, teaching and assessing of the subject links to the National Curriculum geographical skills

Early Years Foundation Stage

Throughout the EYFS, children have daily access to the outdoor learning environment which is carefully planned and organised as an *'Enabling Environment'* with varied opportunities for developing geographical knowledge and skills. Learning is facilitated through both adult-led activities and child initiated learning. Geography is mainly reflected through the *'Understanding the World'* Educational Programme from the Early Years Statutory Framework 2021 although it interlinks with other areas of learning for example *'Communication & Language'*. It is mainly achieved and developed through exploration and investigation of resources in the outdoor environment, first-hand and real life experiences, independent questioning and investigation with teachers modelling the use of appropriate geographical vocabulary. Children also access ICT equipment to support their learning about different environments and communities.

Key Stage 1

During KS1 children study Geography through a range of exciting themes where the independence of Geography is combined with the interdependence of other subjects therefore encouraging them to understand the 'big picture'. It is important that the teacher identifies the most appropriate teaching strategy to suit the purposes of the particular learning situation within the chosen themes. Within KS1 much of the pupils' learning in Geography will be based upon direct experience, practical activities and fieldwork within the local area. Fieldwork enables the children to become observant, to develop the skills of recording and analysis and to develop their enquiry skills. The use of ICT and the internet in KS 1 is promoted as it offers opportunities to experience and investigate our world in a stimulating and exciting way. Children use reference materials and different presentational techniques to share their ideas and communicate them using geographical language.

Key Stage 2

During KS2 children will further develop their skills, knowledge and understanding acquired at KS 1 through geographical enquiries, across a widening range of scales, based on field work and classroom activities. During KS2, children learn about a wider range of national and global issues making links between different places in the world. They find out how people affect the environment and how they are affected by it. In doing this they ask geographical questions and use their geographical skills. The use of ICT and the internet is also promoted at KS2 as it offers opportunities to experience and investigate our world in a stimulating and exciting way as well as promoting independence in identifying different ways in which pupils can present their work.

Spiritual, Moral, Social and Cultural Development

Geography provides opportunities to promote spiritual development through sensing the world they live in, reflecting on their part in it and asking questions about the world we live in. Moral development is promoted through drawing conclusions using observation and evidence rather than preconceptions. To further social development, children learn to respect the opinions of others and work together in groups. Cultural development is promoted through an appreciation of similarities and differences in the world around them and developing respect for other people's beliefs, attitudes and values. Through developing an understanding of climate issues and sustainability, pupils are becoming equipped with the knowledge and skills for investing in the future.

Assessment and Recording

Work is regularly recorded in children's books and through the use of ICT in a variety of ways; pupils are encouraged to become increasingly independent in determining how they record their work. Teachers also take photographic evidence of practical and cross curricular links where possible. A new tracking system (SPTO) for foundation subjects has been introduced across the whole school and will be used to record summative assessments of children's attainment in geography each year. On-going, formative assessment, both during and at the end of each unit, will inform summative assessments.

Pupils with special educational needs (see also SEND policy)

In order to ensure that children with special educational needs achieve the best of their ability, it may be necessary to adapt the delivery of the Geography curriculum for some pupils. We teach Geography to all children, whatever their ability. Geography forms part of the National Curriculum to provide a broad and balanced education for all children. Through the teaching of Geography, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. As part of our dyslexia friendly approach to teaching and learning we will use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.

Equal opportunities (see also equal opportunities policy)

St Peter's CE Primary & Nursery School will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to Geography and all staff members follow the equal opportunities policy. Resources for SEND children and gifted & talented will be made available to support and challenge appropriately.

Role of the Geography Subject Lead:

- To inspire and motivate colleagues
- To ensure a consistent approach to teaching and continuity in the development of skills across the school
- To lead the professional development of others by providing training and support
- To ensure and monitor effective assessment systems are consistently applied to support learning
- To develop, and review, a policy which reflects current practice
- To research and keep up to date with new developments of best practice within the subject
- To develop a portfolio to demonstrate progression of skills and knowledge
- To monitor Geography across the school and develop a subject SEF to review progression and an action plan to identify future developments
- To support staff in planning and researching visits and fieldwork trips appropriate to year groups (for Geography)
- To manage and replenish the geography resources