



Geography Policy

This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Date Approved: Summer 2024

Date of Review: Triennially, Summer 2027

Introduction

In accordance with the Education Reform Act 1988, and subsequent Education Acts, school must provide Geography as part of the National Curriculum for all registered pupils. This policy outlines the teaching, organisation and management of the Geography taught and learnt at St. Luke's CofE Primary School. It reflects the school's values and ethos. The policy has been drawn up after staff consultation and has the full agreement of the governing body. The implementation of the policy is the responsibility of all the teaching staff.

Our vision

To create a caring Christian community in which all individuals feel valued, supported and respected, and where potential is recognised and developed.

Rationale

All school policies form a public and accountable statement of intent. This policy is intended to create an agreed whole-school approach of which staff, children, parents, governors and other agencies have a clear understanding. It reflects the essential part that geography plays in the education of our children. It is important that a positive attitude towards geography is encouraged among all children and staff in order to foster self-confidence and a sense of achievement. The policy also explains how we, as a school, meet our legal requirements in this subject area.

Philosophy

Geography is a valued part of the curriculum at St. Luke's Primary School 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 places and themes.

We encourage children to learn by experience and we value fieldwork as an integral part of the geography Curriculum.

Aims

Our whole-school aims:

- To aim for excellence in learning, teaching and personal achievement and to help each member of the St Luke's community reach their full potential.
- To provide a safe and stimulating environment which will enrich and broaden each child's knowledge, experience and creativity, thereby enabling them to have enquiring minds and become lifelong learners.
- To develop a child's growing respect for themselves and others, irrespective of race, age, gender, faith or ability.
- To build positive partnerships between school, home and the wider community.

Geography 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-00186-2014)***Geography Curriculum Objectives**

Key Stage 1 and Key Stage 2

Cornerstones focuses on 'Big Ideas' and within these there are different 'aspects' as follows:

- * Humankind- human features and landmarks, settlements and land use.
- * Processes- climate and weather and physical processes.
- * Investigation- geographical resources, data analysis and fieldwork.
- * Materials- natural and man-made materials.
- * Nature- physical resources and the environment.
- * Place- world, UK, location, position and maps.
- * Comparison- compare and contrast.
- * Significance- significant places.
- * Change- geographical change.

Strategies for Implementation

Aspects of Teaching and Learning

Time-tabling and planning should ensure that:

- Sufficient time is allocated to deliver the curriculum through regular class lessons in geography either as a subject in its own right or as a major component in cross curricular writing.
- Field trips are made to interesting and relevant locations which will stimulate the pupils' interest.
- The local area, including the village and the heath, as well as on-site resources such as the pond, is fully utilised. This should be linked to work using maps, photographs and books, and contrasts made with other locations. Forest schools is a resource for pupils to use in year 4 and year 6.
- Opportunities should be provided for links with other curriculum areas. For example:
 - Map work links closely to coordinates in mathematics, computing work using coding and to PE work
 - There will frequently be opportunities to combine geography work with other subjects (science, design technology, art, music, religious education and history, for instance).
 - Use of educational portals (websites listing appropriate educational sites)

Planning and Resourcing

The school follows a two year rolling programme based on the Cornerstones curriculum. Cornerstones offers resourcing and field trip ideas to engage all of the children.

Assessment, Recording and Reporting

Children's attainment is assessed in individual lessons, whether the children's work is written or takes some alternative form. This formative assessment informs the direction in which learning is taken forward in the next week's planning and teaching. Collectively, assessment made during lessons leads to an overall assessment at the end of each term. Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes that are proposed. At the end of each unit/topic teachers will judge whether the student has reached the national expectations for their year group. Teachers will identify whether a child has **exceeded** national expectations, is working as is **expected** for their year group or is **emerging**/working-towards the national expectations.

Recording and Reporting

Assessment and Recording begins in EYFS and continue throughout the school. Reporting on a child's progress in Geography is a statutory requirement. An annual report relating to their child's progress in Geography attainment is sent to parents.

Special Educational Needs; Inclusion; Equal Opportunities; Education for a culturally diverse society.

At St. Luke's Primary School we recognise the responsibility of all schools 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. When planning teachers will 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:

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

Geography can contribute to the elimination of racism, sexism and all forms of unfair discrimination in society, by leading pupils to a greater understanding of the global community and promoting equality.

Monitoring and Reviewing

The subject leader uses the two year rolling programme and engages in informal discussion with staff to ensure that the best use is made of resources and funds.

The intended coverage and actual coverage is interrogated via Cornerstones Maestro.

Role of the subject leader

The geography subject leader is responsible for coordinating geography through the school. This includes:

- preparing policy documents
- ensuring continuity and progression from year group to year group
- providing all members of staff with guidance
- advising on in-service training to staff where appropriate.
- advising and supporting colleagues in the implementation and assessment of geography throughout the school
- assisting with requisition and maintenance of resources required for the teaching of geography. This will be within the confines of the school budget.
- monitoring progress over time

Role of the class teacher

- To ensure progression in the acquisition of geographical skills with due regard to the new National Curriculum for geography.
- To develop and update skills, knowledge and understanding of geography.
- To identify what resources are needed and to liaise with the subject leader to purchase what is necessary (within the confines of the school budget).

