

# Geography Policy

<b>Governor Committee Responsible:</b>	<b>Curriculum and Standards</b>
<b>Status:</b>	<b>Statutory / Non-statutory</b>
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<b>Staff Lead:</b>	<b>S Haines</b>
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## OUR VISION

Every child at Fladbury will know they are loved by God, have a happy heart and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their bright future with an open mind.

***John 10:10, "I came that you may have life and have it to the full."***

## **Introduction**

This policy statement outlines the purpose, nature and management of the geography taught and learned at Fladbury First School. The implementation of this policy is the responsibility of all the teaching staff.

## **National Curriculum**

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.

## **Statement of intent**

At Fladbury, our curriculum ensures that the aims of the national curriculum are met through engaging units of work. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. We want to ensure that children are curious to find out about the world. Rather than remembering facts, we want children to develop a conceptual understanding of how the world works and the processes that give rise to human and physical geography features. Opportunities will be given to ensure that children get to explore the similarities and differences between different areas and the reasons for this. The children will be made aware of how the world is changing over time and factors that are impacting our environment. They will be encouraged to become responsible citizens, understanding the importance of sustainability and being eco-friendly. An exciting range of different places will be studied that are globally significant. Also, case studies of recent events will be explored to make the learning relatable and current. During their time at Fladbury, children will gradually build up their map skills through innovative lessons, orienteering and fieldwork. There will be plenty of opportunities to investigate the outdoors, go on trips and conduct fieldwork, which we hope will stimulate, consolidate and stretch the learning of our pupils.

Through the teaching of geography, we aim to:

- Increase pupils' awareness, knowledge and understanding of other cultures.
- Develop a sense of curiosity and passion to find out about the world around them.
- Experience and appreciate their local area.
- Be proud of their heritage and to value other cultures.
- Gain a deeper understanding of different parts of the world that they may not have experienced.
- Become responsible citizens, understanding the importance of sustainability, being eco-friendly and aware of factors that are impacting our environment at a local, regional and global level.
- Become educated and up to date with current issues around the world with regards to geography.
- Develop pupils' graphic skills, including how to use, draw and interpret maps.
- Develop a variety of skills, including those in relation to problem-solving, ICT and presenting conclusions in the most appropriate way.

## **Implementation**

Geography teaching focuses on enabling children to think as not only geographers, but also global citizens. We place an emphasis on making geography a practical subject with field work, debate and case studies. We focus on helping children to build their knowledge but also think of ways to solve problems. We promote responsible use of the internet when searching for information to analyse the value of the source and to challenge stereotypes.

At Fladbury we recognise that children bring to school different experiences, interests and strengths. By presenting the children with positive images of different cultures, genders and societies they will begin to understand the rich diversity of our world. The creative curriculum enables geographical links to be made to other areas of the curriculum through a child-led topic based approach to learning.

## **Early Years Foundation Stage**

The majority of geography learning comes under Understanding the World in the EYFS. Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported through offering opportunities for them encounter a variety of maps, different people and their cultures and to investigate their immediate and local environments – indoor and outdoor. Focussed activities are planned fortnightly to incorporate these opportunities, linked to a topic or theme of learning. Provision, where children have the opportunity to engage in self-initiated activities in order to develop their geographic skills, curiosity and a widening vocabulary, is planned weekly.

The contribution of geography to teaching in other curriculum areas

Geography is used to enhance teaching and learning across all curriculum areas, challenging the most able while supporting those with learning difficulties. Opportunities for embedding geography to support learning and teaching across the curriculum are identified in the school's planning format.

## **English**

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We provide a range of books with links to our geography topics for pupils to read. Children develop oracy skills through dialogic discussion, debate and speech making. They develop their writing ability by presenting their learning in a range of written tasks.

## **Mathematics**

Geography contributes to the teaching of mathematics in a number of ways. There are many opportunities for children to apply mathematical knowledge and skills through the geography curriculum. For example, collecting geographical data by using different scales; learning to estimate and predict, as well as collecting, recording and analysing data.

## **Personal, social and health education (PSHE) and citizenships**

Geography makes a significant contribution to the teaching of personal, social and health education through the teaching of different cultures, the widening of horizons, as well as the children benefitting from opportunities to enjoy nature and being outside. Geography at Fladbury promotes the concept of positive citizenship in our dedication to sustainability.

## **Computing**

Computing provides a meaningful context to practise and apply geographical skills. Websites, such as Google Earth, allow children to experience online mapping. This can help them better understand a locality they are investigating or reflect on what they have learned after an off-site visit.

## **Science**

Geography has many close links with science. Both seek to discover, explore and understand the world around us. The “Working Scientifically” strand links closely with enquiry-based learning in the geography curriculum. The teaching of sustainability at Fladbury encourages children to make meaningful links between scientific and geographical thinking and skills.

## **PE and Outdoor learning**

Outdoor learning is a wonderful opportunity for children to engage with the natural environment, whether that be through unstructured exploration or specific tasks designed by the class teacher.

## **History**

In certain year groups, cross curricular links can be made between the historical and geographical topics that are taught. For example, in Year 3 they study volcanoes which lends itself to their Ancient Rome topic where they look at the disaster of Pompeii and Mount Vesuvius.

## **Art**

Andy Goldsworthy is a very famous artist who uses nature and the outdoors to create his art. Children will be given opportunities to replicate his style of art on the school grounds.

## **ECO Team**

Each year, the school will have a carefully selected ECO-Team. Children will need to apply to become a part of the team. The ECO –Team will think of innovative ways to make the school more ECO friendly, and aim to educate their peers on this matter. Ensuring that the school grounds and community are kept clean, recycling is effective and efficient and that the school is being mindful of reducing waste will always be a priority. Each year there will be new challenges and projects to work on that will aim to increase and promote sustainability at Fladbury.

## **Special educational needs (SEN)**

At our 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 teaching 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. Assessment against the National Curriculum allows us to consider each child’s attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child’s needs. Children identified with special educational needs and needing additional support will be provided with an Individual Provision Map (IPM). The IPM may include, as appropriate, specific targets relating to geography. We enable pupils to have access to the full range of activities.

## **Teaching and Learning Approaches**

Children should be encouraged to develop questioning and evaluation skills. A variety of teaching approaches are used at all levels and these are supported through the available teaching resources. A wide range of sources, including books, maps, documents, pictures, photographs and artefacts, as well as IT, will be used to help pupils discover more about the environment locally, nationally and globally. Children will be engaged in a variety of investigative activities. Investigation, research and enquiry will be the predominant teaching and learning styles, placing emphasis on the pupils' abilities to ask questions and making use of the outside environment wherever possible and appropriate.

## **Impact**

### **Assessment, Recording and Monitoring**

Teachers need to satisfy themselves that their children are progressing and their teaching methods are effective to that end. Each class teacher has responsibility for assessing, recording and reporting pupil's progress and attainment in geography. Assessment should take place during the focused units of study and recorded at the end. The Curriculum Leader and Geography Co-ordinator will offer advice and support on an informal basis to individual teachers and/or year groups as well as provide inset training.

We expect most children to achieve age related standards or better in geography within each year group. We also look for pupils that show a greater depth of understanding. We assess children's work in geography by making informal judgements as we observe them during each geography lesson.

Monitoring will be carried out by the Geography Co-ordinator and the Curriculum Leader. This will include Learning Walks, monitoring of books and the Cross Curricular Tracking Document as well as pupil interviews. This will be reported to the leadership team and governors will be informed.

## **Health and Safety**

All teaching and learning follows the school's Health and Safety Policy. All fieldwork and studies will follow the school's policies. A risk assessment of the site must be carried out and checked prior to the children's arrival on off-site visits.

## **Resources**

Children will have opportunities to use a range of resources: globes, maps, atlases, photographs, books, games, measuring equipment and instruments, the internet and a variety of computer software. Resources are stored in the main Resources cupboard with atlases being kept in the Library.

The Geography Co-ordinator has the responsibility for managing and organising resources. In consultation with the Curriculum Leader and teaching staff, the Co-ordinator will purchase additional resources from the yearly capitation bid. It is each teacher's responsibility to ensure that resources are returned to the Resources Room at the end of a unit. This will enable the Geography Co-ordinator to maintain the standard of the resources.