



# GEOGRAPHY POLICY

Policy Version			
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Dec 2019	1	A new policy to reflect schools' vision	Zoe Pilkington

*This policy will be reviewed every 12 months in light of local and Government legislation.*

# School Mission and Aims

*“Empowering children to shape the world of tomorrow”*

Elmridge strives to ensure that all its pupils meet their full academic, social, emotional and physical potential through building solid foundations during this first chapter of their lifelong learning journey.

Our goal is to develop confident, understanding, global citizens with a love of learning and respect for each other and the world around them.

## Geography

Geography, from the Greek, ‘Geo’ (Earth) and ‘Graph’ (Writing), is the study of the physical features of the Earth, as well as the human activity that affects – and is affected by – these physical elements.

Geography lessons provide our pupils with an understanding of places and environments and an understanding of what it means to be a global citizen. Through their work in geography, children learn about their area and compare their life in this locality to 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 recognise the importance of sustainable development for the future of humanity.

Geography lends itself as a highly cross-curricular subject that encourages children to critically examine, explore, appreciate and comprehend the world in which we inhabit. At Elmridge primary school, the study of Geography focuses on notions of place, space and environment, whereby students develop the skills of understanding a locality and how humans have adapted to this physical space, transforming it – over time – in to a ‘place’. Furthermore, a fundamental element of working geographically is the notion of physically venturing out into the world and exploring the processes of our planet through practical fieldwork investigations. Geography provides a focus within the curriculum for understanding and resolving the issues concerning the environment and sustainable development. Geography allows pupils to encounter different societies and cultures leading them to realise how nations rely on each other. Geography can encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

# Curriculum Intent

- To inspire in pupils a curiosity and desire to learn about the world and its people, that will remain with them for the rest of their lives.
- To provide pupils with knowledge and understanding about diverse places, people, resources and natural and human environments.
- To 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.
- To obtain Geographical knowledge, understanding and skills.
- To provide opportunities for children to physically venture out into the world and develop key skills and understanding through practical fieldwork investigations
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.
- To encourage children to see themselves as global citizens with a responsibility to respect and protect others and the world around them.

## Early Years

Within the Early Years Foundation Stage, geography is included as part of Knowledge and Understanding of the World. At Elmridge Primary School, we guide children to make sense of their physical world and their community through opportunities to explore, observe and find out about similarities and differences between people, places, technology and the environment whilst fostering the skills essential to developing an understanding of the world around them. This is set out in the early year's curriculum as children needing to:

- Observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

## 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. 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.

## 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. Pupils 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. Children will develop geographical enquiry skills, including asking geographical questions, collecting, recording information, and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

## Curriculum Implementation

### Teaching and Learning

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

During Geography sessions, children will build upon their learning – year on year – through a development of Geographical skills, understanding and technical knowledge. This will be achieved through a variety of whole-class teaching, group activities and individual tasks; due to the cross-curricular nature of the subject, Geographical content will be learnt in other subjects beyond discrete sessions. Within these lessons, students will be given the opportunity to practise, consolidate and extend their Geographical skills, as well as critically evaluate the work of their peers; this should be done through both written and verbal methods depending on the skills to be developed. Each term will provide children with the opportunity to complete filed work outside of the classroom. We believe strongly that fieldwork provides children opportunity to contextualise learning and contributes to cognitive development.

### Long Term Planning

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

## Medium Term Planning

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term

## Inclusion

Elmridge Primary school is an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school. We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements. We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more-able, gifted and talented children. We believe that:

- more-able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

## **Differentiation**

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

At Elmridge Primary School we want children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in geography sessions interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

## **SEND**

At Elmridge Primary 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. We enable pupils to have access to the full range of activities involved in learning about geography.

## **Assessment and Recording**

Teachers assess children's Geographical knowledge, understanding and skills through observations of the children during lessons and through the marking of children's books. As part of the Assessment for Learning progress – and in-line with Elmridge's Assessment Policy – students will receive both verbal and written feedback to yield effective progression. Children are also encouraged to be critical of their own work and respond to feedback questions in blue pen. Children also consider their own progress and have opportunity to evaluate their own and others work.

# Curriculum Impact

## Assessment and Recording

Termly assessment grids are completed by class teachers to show the children's attainment within Geography units and to inform future planning. Termly geography assessments are monitored to ensure children are making good progress within Geography.

## Monitoring

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

The Geography subject lead will use unit scrutiny, lesson observations and stakeholder questionnaires to ensure that geographical knowledge and skills are covered effectively and progressively throughout school, ensuring that there is a clear link between objective, activity and outcome.

Issues identified from scrutiny are shared with staff during meetings and opportunities to share ideas and good practise to develop teachers' skills and confidence are planned for. They also inform annual subject development plans.

A termly meeting with link governor for Geography take place where developments, progress and plans for the subject can be shared and discussed.

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

## Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

# Roles and Responsibility for the Policy

## Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of Geography;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

## Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the subject leader and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
  - observing teaching and learning
  - planning scrutinies and work trawls
  - discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy

## **Role of the Subject Leader**

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, the nominated governor and SENCO;
- be accountable for standards in this subject area;
- monitor standards by;
  - auditing the subject area
  - review of the scheme of work
  - monitoring teachers planning
  - lesson observations
  - scrutinising children's work
  - discussions with pupils
- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

## **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and the subject leader;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

## **Role of Teachers**

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

## **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Review date: \_\_\_\_\_