

GREAT SANKEY PRIMARY SCHOOL



GEOGRAPHY POLICY

Version	Date	Action
1	October 2018	
2	July 2020	
3	September 2021	Policy review



'Together We Learn and Grow'

Great Sankey Primary School Geography Policy

Rationale:

Geography is the study of places and environments, the physical processes and human activities which shape these places and affect the people who live in them. Geography enquiry helps children to learn about their immediate surroundings and the broader world and how the environment can affect their lives and determine decision making.

The study of Geography helps children to develop a sense of identity through learning about the United Kingdom and its relationships with Europe and the rest of the world. It also helps children to learn how to draw and interpret maps and develops their 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 is an essential part of the curriculum, 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 through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments.

Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use maps efficiently, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value. Geographical 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 mankind and our planet.

Intent:

At Great Sankey Primary School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, places and their environments, as well as their place in it. The geography curriculum at GSP enables children to develop knowledge and skills that are progressive, as well as transferable to other curriculum areas, which can and are used to promote their spiritual, moral, social and cultural development.

Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The aims of Geography in our school are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Implementation:

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as a discrete subject, focusing on knowledge and skills as stated in the National Curriculum.

The geography curriculum at GSP is based upon the 2014 Primary National Curriculum, which provides a broad framework and outlines the knowledge and skills to be taught in each Key Stage. Teachers plan lessons for their phases using our Milestones documents (based on Chris Quigley's Essentials Curriculum). The Milestone document ensures the curriculum is covered and the skills, knowledge and vocabulary taught are progressive throughout each phase.

The Milestone documents allow teachers to plan lessons that build upon previous knowledge, and regular retrieval activities are planned in to assess how well they are retaining previously taught knowledge. Although geography can be taught alone, it also offers meaningful contexts for high- quality cross - curricular work, which are specifically planned for, across Maths, Science and English. Consideration is given to how a deeper understanding will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

At GSP, we ensure that our geography curriculum equips all our children in gaining 'real-life' experiences that are transferable in the wider curriculum. Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. At GSP, the children have had many opportunities to experience geography on educational visits.

Early Years

Geography is taught in Nursery and Reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

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.

Across each phase, children will develop geographical enquiry skills, including asking geographical questions, collecting and 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 by the use of the topic approach.

Inclusion:

Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Successful inclusive provision at GSP is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. It is in this way that we will turn the rhetoric into reality.

Inclusive practice should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Resources:

We have a wide range of books and interactive boards to access the internet to ensure that pupils can independently broaden their geographical understanding. We have equipment children can use to gather weather data and atlases relevant for each key stage. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community. We are constantly updating and building our resource base.

Spiritual, Moral, Social and Cultural Development:

Spiritual Development:

Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Pyramids of Ancient Egypt.

Moral Development:

Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social Development:

Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural Development:

By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Health and Safety:

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.

Impact:

The quality of our geography curriculum is high, it is well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills: vocabulary progression also forms part of the units of work. We plan the topics in geography so that they build upon prior knowledge and learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and through planned progression built into the scheme of work, we offer them an increasing challenge as they progress up the school. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. We measure the impact of our curriculum through the following methods:

Through pupil voice and pupil work, children will demonstrate:

- their knowledge and understanding as a geographer
- they understand how geography 'happens' in their local area
- their understanding about the world around them and how it has been shaped
- what geography is and how they have applied this learning in a given context
- that they know more, remember more and understand more.

The subject coordinator will be able to:

- see how well a child has understood their learning and can apply their knowledge and skills at a deeper level through planned B.A.D (Basic, Advancing, Deep) assessment tasks
- monitor planned retrieval tasks to assess how well the children have retained information at a distance from previous learning
- collate images and videos of the children's practical learning
- participate in moderation meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between colleagues (internally and externally) to share good practice and look at the standards achieved across the school(s) in Geography.
- Carry out monitoring of the subject and report the standards in geography to SLT and Governors

Reviewing the Policy:

This policy will be reviewed in 2021 by the Geography coordinator in consultation with the Executive Headteacher/Head of School and staff, with due regard to any changes that need to take place in the cyclical planning and also any changes to the National Curriculum.

Mrs S. Rowlands

July 2021