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## Geography Policy

*We provide all children with the knowledge, skills and values to understand the world around them and help them to become responsible, productive, active citizens.*

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.

### Statement of Intent

Geography is a valued part of the curriculum at Tonacliffe Primary School as it provides a means of exploring, appreciating and understanding the world in which we live. It is our intent to provide **all** children with a broad and balanced curriculum. Our programme of study is designed to help pupils develop their knowledge of places, people, resources and environments, together with an understanding of the Earth's key physical and human features.

This will be implemented by creating a curriculum which is bespoke to our school and our children. The aims and objectives are to;

- Enable children to gain knowledge and understanding of places in the world;
  - Develop an understanding of human and physical aspects of our environment;
  - Increase children's knowledge of other cultures and, in doing so, teach respect and understanding of what it means to be a positive citizen in a multi-cultural country;
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- Encourage children to learn graphic skills, including how to use, draw and interpret maps;
- Enable children to know and understand environmental problems at a local, regional and global level;
- Foster a sense of responsibility towards caring for our environment and each other;
- Encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- Develop a variety of key skills including those of enquiry, problem solving, creative thinking, ICT and communication;
- Improve skills through careful planning of cross-curricular links.

The children are taught how to:

- Ask and answer geographical questions;
- Read, interpret and discuss stories and explore a range of visual resources including photographs and maps;
- Compare similarities and differences between places;
- Be aware of 'real' issues and find ways of solving problems;
- Participate in fieldwork activities, collecting and recording data;
- Present data in different forms;
- Communicate results to others;
- Explore topics which focus in part on weather and patterns, geographical processes, human and physical environments, comparisons between places including studies of features in our local area, mapping skills, and a wider understanding of other localities.

## Implementation through Teaching and Learning

Learning is organised in a two year cycle (Year A and Year B). In KS1, three units will be taught each year. In KS2, two units will be taught each year. This cycle of work encompasses all aspects of the National Curriculum for Geography. Geography is taught as a discrete subject but is closely linked to other subjects including mathematics and literacy.

Geography is taught in Reception as an integral part of the Understanding the World work covered during the year. We do not create a static long term plan for geography. Planning is done on a weekly basis, which reflects children's interests and learning development needs. We provide a bespoke curriculum which is tailored to our children's specific learning requirements. The learning and development of geography is implemented through a mix of adult-led and child-initiated activities. We relate the geography side of the children's work to the objectives set out in the EYFS. We develop children's geographical knowledge and understanding of the world through activities such as finding out about different places and investigating our locality.

In KS1, pupils will develop their knowledge about the world, the United Kingdom and their locality. They will develop their understanding of basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

As pupils enter KS2, they will begin to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical tools and skills to enhance their locational and place knowledge.

## Strategies for the Teaching of Geography

Geography provision is made for all learning styles. The geography curriculum at Tonacliffe is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum 2014.

Topics are planned to include opportunities for children in both key stages to learn fieldwork skills and take part in practical activities, both in and out of the classroom. Children are able to communicate their findings in a variety of ways. There are also opportunities to explore, interpret and analyse different types of data.

Work is organised so that children work in a range of groups – whole class, small groups, in pairs and individually, sometimes with support and sometimes independently. Different learning styles – visual, auditory, kinaesthetic - are incorporated into planning in order to cater for the individual needs of children and to approach geography teaching in a range of interesting and exciting ways. Practical activities and open ended enquiries form part of children's learning. Geography is often linked creatively to other areas of the curriculum including maths, art, science, PE and computing. Role play, discussions and debates about geographical issues form part of our plans. Teachers carefully plan questions to encourage pupils to reflect on what they are doing, and to reinforce, challenge and extend thinking.

Throughout the school, there are displays reflecting current topic work. This celebrates pupils' achievement in geography

#### Implementation through Assessment, Recording, Reporting and Monitoring

We intend to use a variety of methods to assess pupils, including teacher observations and summative and formative assessment that inform future planning. Children are also encouraged to evaluate their own work and that of others in a positive and supportive environment. The assessment arrangements for geography are recorded on the Lancashire Pupil Tracker and is monitored every term. The geography subject lead analyses data and reports to governors termly. A range of monitoring strategies are used by the subject leader, including; pupil interviews, informal discussions with children and teachers and observations of teaching and learning. The Senior Management Team and the geography subject lead will monitor planning, teaching and learning, assessment and coverage of all topics for geography. A portfolio of work from Reception to Year 6 will show examples of geography work. Reporting to parents/carers occurs annually within a child's written report to parents/carers.

#### Implementation through Inclusion, Including Meeting the Needs of SEND Pupils

All pupils, irrespective of gender identity, sexual orientation, race, disability, religion, socioeconomic status and academic ability, have access to geography at a level appropriate to their needs. All children should make the greatest possible progress. We are committed to providing a teaching environment conducive to learning, which will include a range of teaching and learning strategies to meet children's needs. The school's SEND policy is adhered to by all teaching and learning provision in line with this document.

### Implementation through Resources

Resources are purchased and deployed effectively to meet the requirements of the EYFS curriculum and the National Curriculum. Geography resources are allocated according to the themes taught in each age group. Children will have the opportunity to use the following resources: globes, atlases, aerial photographs, information books, maps, graphs, compasses, measuring equipment and ICT (including access to geographical resources such as Google Earth and Digi Maps for Schools via our suite or iPads).

### Implementation through Professional Development and Training

Effective implementation of this geography policy is subject to staff being adequately trained and competent in all areas of geography. In order to meet the needs of staff in school, regular skills audits will take place by the geography subject lead which will inform future training needs. Training will be provided through a variety of sources (subject to school budget) and the geography subject lead will deliver in school training and complete internal assessment moderations.

### Implementation through Health and Safety

All health and safety requirements are met in the school. Appropriate risk assessments are conducted to ensure the safeguarding of children and staff when planning and carrying out geographical activities. Equipment is maintained to meet the safety standards.

## Role and Responsibilities

The Senior Management Team has the overall responsibility for geography; however, the subject lead is responsible for monitoring curriculum coverage and the impact of learning and teaching.

The subject lead will:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing geography;
- Renew, update and oversee the audit of resources needed to deliver the curriculum;
- Monitor and evaluate the learning and teaching of geography;
- Develop assessment and record keeping ensuring progression and continuity;
- Keep abreast of developments in the teaching and learning of geography.

All stakeholders will work together to ensure the implementation of the geography policy.

## Impact

Geography will be shared through a variety of means and a positive relationship fostered with home, school and the wider community. Geography teaching will enable children to be able to appreciate and understand the world in which they live and how it has evolved. 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 efficiently use maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value. The geography curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings,

their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

This geography policy will be reviewed. Evaluations will consider:

- External inspection/ advice
- Staff development
- Curriculum coverage
- Data analysis

B Riley (Geography Lead) September 2023

