



Our historic schools are nestled in the Cheshire countryside, founded upon the principles of the Church of England, to serve the community, with Christian values at the heart of all we do. We offer pupils a caring, nurturing environment, where we endeavour to inspire and develop each unique child to reach their full potential, encouraging faith, hope and love of God. Our diverse and creative curriculum ensures a love of the world around us, a love of learning and a love of one another

***'Love one another, as I have loved you' John 13:34***

## **GEOGRAPHY POLICY**

Signed:..... Chair of Curriculum Committee

Signed:..... Headteacher

Date: March 25

Review Date: Every 3 years

### Introduction

At the Federation of Antrobus St Mark's and Great Budworth Primary Schools we are committed to providing all children with rich learning opportunities to engage in geography. Through a positive caring environment, we provide the opportunity for every child to reach their full potential in the subject. We embrace Christian values and encourage pupils in becoming conscientious members of the community. This policy identifies a framework within which all staff can work, and gives guidance on planning, teaching and assessment.

Geography is an essential part of the National Curriculum and should be a high-quality education which inspires pupils to have a curiosity about the world and its people. Teaching geography should equip pupils with knowledge about diverse places, people and environments including the natural and physical world. Pupils should be given the opportunities to develop their geographical skills and become competent learners.

### Intent

Through teaching geography, it is our aim that pupils will be provided with a broad and balanced curriculum that allows them to become motivated and fascinated with the world and environment. Children will be encouraged to develop a passion for the subject by engaging in exciting learning experiences and creative lessons. It is our aim for children to:

- Gain knowledge and understanding of places in the world.
- Have knowledge of other cultures and, in so doing, gain respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- Identify and make comparisons of the human and physical features of locations around the world.
- Develop geographical skills, including compass directions; how to use, draw and interpret maps and to name and locate the world's countries, continents and oceans.
- Use fieldwork and observational skills to study the geography of their surroundings and community.
- To formulate appropriate questions and evaluate and analyse material to inform opinions.
- Know and understand environmental problems at a local, regional and global level.

### Implementation

We follow the National Curriculum programme of study as the basis of all our planning and we predominantly, but not exclusively use the Twinkl creative curriculum scheme of work for our topic subjects. Our curriculum planning is in three phases (long-term, medium-term and short-term) and we plan the topics in geography so that they build upon prior 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 move up the school.

### Early Years – Nursery and Reception

Geography is taught to our Early Years children 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 knowledge and understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

### Key Stage 1 – Years 1 and 2

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, compass directions and photographs.

### Key Stage 2 – Years 3 and 4

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 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.

#### Special Educational Needs Statement

The geography curriculum should fulfil the needs of all pupils. When planning work for children with special educational needs, due regard is given to the information and targets contained in the children's Individual Provision Maps. We have high expectations of all of our children, and ensure that learners have high expectations of themselves.

#### S.E.N.D.

Children whose needs are greater than the majority, will be able to access the Geography National Curriculum through the use of differentiated tasks and activities that will extend and challenge the least and most able, enabling them to progress at the appropriate level for their ability.

#### Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Great Budworth School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

#### I.C.T

A range of I.C.T. is used within geography to enhance learning experiences. Computers and iPad's will be used for photos, research and presenting work.

#### Impact

Teachers will assess children's work in geography by making assessments as they observe them working during lessons. Children also complete end of topic assessments. Teachers record the progress that children make by assessing the children's work against the learning objectives from the national curriculum. This allows the teacher to make termly assessments of attainment and progress for each child. These are recorded on a tracking grid. Progress of pupils and quality of teaching will be monitored and reviewed throughout each term through lesson observations, pupil voice, discussion with staff and scrutiny of planning and children's work. Work and individual achievement will be celebrated through positive feedback and rewards.

#### Role of the Subject Leader

The appointed subject leader is responsible for its intent, implementation and impact. The role of the subject leader is to:

- Ensure that the school curriculum is implemented in accordance with this policy
- Provide a strategic lead and direction for Geography
- Support and advise colleagues on issues related to the teaching and learning of Geography

- Monitor pupils' progress in Geography ensuring that key knowledge is evidenced in outcomes.
- Provide efficient resource management for the subject. Subject Leader Assessment and Monitoring The subject leader works alongside senior leaders to monitor standards of teaching and learning. A structured cycle of planning and work scrutiny, observations, and pupil interviews will provide information to judge the effectiveness of the subject as well as future development points.