



# GREENLEAS PRIMARY SCHOOL

## GEOGRAPHY POLICY

### OVERVIEW

At Greenleas every child matters. We want our children to be confident, motivated and independent learners who have respect for others. The rich curriculum is the means of a high-quality education, providing all with good opportunities for enjoyment and achievement.

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.

We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school. We aim to provide all pupils with equal access to a rich, broad, balanced and differentiated creative Geography curriculum matched well to their ages, abilities, interests, aptitudes and special needs.

### Intent

Through the teaching of Geography we aim to:

- To motivate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which form 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.
- Help pupils develop a sense of identity through learning about the UK and its relationships with other countries.
- Ensure a focus on local area studies and to make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- Develop an informed concern about the future of our planet and enhance children's sense of responsibility for the earth and its' inhabitants.
- Encourage learning through enquiry-based projects and lessons in order to develop children's independent research skills.
- 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 formulate appropriate questions, develop research skills and evaluate material to inform opinions.

### Implementation

#### F2

Elements of Geography are delivered to the Reception children, through the Foundation Stage Curriculum (Knowledge & Understanding of the World). The children explore places, people, communities and the world through their work.

#### KS1/2

In KS1 & KS2 Geography is taught through planning linked to the new National Curriculum 2014-15. These have been split according to year groups and the units covered by each year group can be found on the long-term plans. Some elements of Geography are also taught through cross-curricular topics e.g. literacy, history, ICT and role-play. Programmes of Study for the subjects of the National Curriculum are used to ensure progression and continuity of Key Skills.

- **KS1**  
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.
- **KS2**  
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. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc.

### **Progression and Continuity**

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography year on year. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts and to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, and geographical footage. Children take part in roleplay and discussions, and they present reports to the rest of the class. Wherever possible, we involve the children in 'real' geographical activities, e.g., research of a local environmental problem, visiting relevant sites and carrying out fieldwork. Cross-curricular links are made between subjects where appropriate and the cross-curricular themes including PSHE, SMSC and British values are planned within the curriculum.

### **Geography curriculum planning**

Topics have been split according to year groups and the units covered by each year group can be found on the long-term plans. Some elements of Geography are also taught through cross-curricular topics e.g. literacy, history, ICT and role-play. Programmes of Study for the subjects of the National Curriculum are used to ensure progression and continuity of Key Skills.

- Short-term planning sets out clear learning intentions, with steps of progression and challenge. Resources are deployed efficiently and effectively to personalise learning for each pupil.
- Members of staff are given responsibility for leading, managing, monitoring, evaluating and reviewing the curriculum. Teachers are encouraged to use their subject expertise to enhance the curriculum.
- Opportunities are taken to enliven the curriculum through educational visits out of school; involvement of parents, visitors, artists, crafts people, actors, and musicians; the use of the school grounds, the locality and the wider environment.
- Opportunities are used within the curriculum to encourage the development of school values.
- An extensive range of high-quality resources, including ICT, are used to underpin the curriculum.
- Homework is set where appropriate to link the curriculum with learning at home.

### **Impact**

Children's work and achievement within the Geography curriculum is celebrated and displayed to enable it to make a significant impact on their learning and to contribute positively to its ethos. The exciting curriculum that we provide helps children to understand who they are and where they live. It helps them learn about their community, the nation and the world in which they live. It deepens their cultural awareness and increases their understanding of history, time and place. They develop a respect for and an understanding of different cultures and beliefs. They learn about issues facing the world and the importance of caring for each other and their environment.