



Kibworth CE Primary School

Let Your Light Shine

Matthew 5:16

Geography Subject Policy

This policy was approved as follows:

Adopted by:	Miss Evans	Date:	24.01.2023
Review Date:	24.01.2026	Review frequency:	3 yearly

Rationale

This policy outlines the teaching, organisation and management of the *Geography* taught and learnt at Kibworth Church of England Primary School. The school's policy for *Geography* follows The National Curriculum 2014 for *Geography* Guidelines and the Early Years Foundation Stage Framework and aims to ensure that all pupils:

- Develop an understanding of the globally significant places - both terrestrial and marine - including their defining physical and human characteristics.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring variation and change over time.
- Appreciate how human beings have used the environment with both positive and negative effects thus enhancing children's sense of responsibility for the care of the Earth and its people.
- Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through hands on experience of fieldwork that enrich their understanding of geographical processes.
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and written work (excluding extended writing).

Where suitable, adaptations have been made to suit our school's environment and ethos.

Role of coordinator:

- To be enthusiastic about *Geography* and demonstrate good practices.
- To work alongside colleagues in planning where needed (progress and activities).
- To work alongside teachers in the classroom (this will depend on release time and other available help).
- To coordinate and arrange staff in-service training as required.
- To audit resources,
- To manage the *Geography* budget.
- To "sample" the work of children across the age range (curriculum monitoring).
- To review and evaluate the effectiveness of teaching and learning of *Geography*.
- To provide guidance on the implementation of the *Geography* policy.
- To suggest appropriate assessment activities where needed.
- To provide support to those colleagues who request/require it, including help with planning and organisation.
- To monitor the planning and delivery of lessons.

Intent

A high-quality Geography education will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We intend to encourage all children to develop a critical understanding of the diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge of the world will help them to deepen their understanding of the interaction of humans and the physical environment around them, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches for children to build upon in order to explain how the Earth's features at different scales are shaped, interconnected and change over time.

Extra-curricular activities:

At Kibworth Primary school we offer a wide range of experiences and opportunities for all. Our Geography topics allow for insightful trips and knowledgeable visitors to teach us about Geography in a range of new and engaging ways.

Let your light shine in Geography:

Through the teaching of Geography at Kibworth Primary school, we aim to ensure the children are equipped to deal with the demands of the 21st century and become lifelong learners.

- For children to work collaboratively with others, listening to their ideas and treating these with respect.
- For children to become inquisitive learners through asking and answering questions that help to expand their own experiences and understanding.
- For children to develop respect for their planet and how it impacts their own lives and that of others.

Implementation

The Foundation Stage:

Geography in Foundation Stage is centered around supporting the children to make sense of the physical world and their community. They are encouraged and guided to explore, observe and find out about people, places, and the environment. Children are taught to recognise similarities and differences in relation to people, objects, materials and living things. They are expected to be able to talk about the features of their own immediate environment and how environments might vary from one another.

Content for Key Stage 1 and 2 and curriculum coverage:

Across both key stages Geography can be taught as part of topic-based learning. Each year group will have at least one topic that focusses predominantly on Geography, where they will explore an

area of human or physical geography in further detail. They will be given the opportunity to broaden their locational and place knowledge, building a bigger picture by starting with the local area and exploring outwards whilst making direct comparisons and links to personal experience and previous learning. Children will be given the opportunity to explore a broad range of human and physical features whilst developing their geographical fieldwork skills in a variety of ways throughout both key stages.

The programmes of study for Geography are set out for Key Stage 1 and Key Stage 2 and schools are required to teach the relevant content by the end of each Key Stage. Within each key stage, schools therefore have the flexibility to introduce content in any order.

Each unit of learning is taught and developed during the children's time at the school through a variety of Geography topics which have been adapted from the National Curriculum 2014. Cross curricular links are also made where possible to enhance the learning of Geography.

Progression and continuity of key knowledge or skills:

Through careful planning and communication between year groups, children will be able to access a broad and well thought out curriculum whereby each piece of new learning will link to and build upon prior learning from a previous unit. This will be done so through following the 'Geography Knowledge and Skills Progression Map' provided.

Teaching and learning strategies:

It is important that the teacher identifies the most appropriate teaching strategy to suit the purpose of the particular learning situation and should use their flair, enthusiasm, and professional judgement to identify the most sensible, enjoyable, and safe methods for the learning to be conducted.

There are a variety of ways in which the teaching may be effective, and our school aims to encourage learning through investigation, with an emphasis on first-hand experience. Geography lessons have no imposed formal structure but should typically contain some of the following elements:

- *Discussion:* What they already know from personal experience, what they have learnt and retained so far, what they will be finding out next or what they would like to find out next. Where necessary, mind mapping and question boards are appropriate methods for recording these discussions if desired.
- *Teaching:* directly to the whole class or through group or individual work.
- *Investigating/enquiring:* working within groups or individually, practicing skills, finding out answers, being encouraged to compare and analyse a range of data and sources. Where

groups are required, the teacher should consider which type of grouping will best suit the needs of the children.

- *Recording*: recording what they have found out can be written in a range of formats or using the computer and other media.
- *Communicating*: sharing what they have found out with each other, the teacher, other classes and adults as appropriate. This could take place through an express towards the end of the topic to showcase what they have learnt in Geography and the impact it has had on them, in a creative way.

Links with other curriculum areas - Knowledge and Skills:

Where appropriate links with other curriculum areas will be made explicit during teaching.

A range of mathematical opportunities will be provided to children through the recording and analysis of data as well as looking at grid references and directional language.

ICT opportunities will be used to develop specific skills of recording and analysing information. ICT will also be used to reinforce and extend the range of geographical knowledge and concepts.

Cross curricular links will be made with Science to allow children to make key links between their learning and ensure the knowledge and understanding of such objectives is embedded. Children will be able to understand how the Earth and its processes are closely linked to specific scientific areas and will be given opportunities to explore this through both discrete and cross curricular learning.

Links with other cross curricular areas - spirituality, PSHE, citizenship, multi-cultural, British Values:

Our programme of Geography education aims to develop skills and attributes such as self-esteem, resilience, risk management, critical thinking, tolerance of others and teamwork. Throughout Key Stage Two our children are encouraged to explore the positive and negative impact humans have had on our planet, and how we can work together to be a more ethical and environmentally aware community to help preserve the planet for future generations. They are then given the opportunity to discuss and share their views further through the express phase of their topic.

Equal opportunities and Inclusion (provision for more able, SEND, EAL etc).

All pupils will have equal opportunity to reach their full potential across the Geography curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability.

If a child has a special educational need, we do our utmost to meet their individual needs. We comply with the requirements set out in the SEND code of practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher will liaise with our

inclusion manager to assess their needs and set up individual provision. In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the usual class organization. If a child's need is more severe, we will ensure that they have the appropriate provision to meet their needs. We may involve appropriate external agencies if needed.

Resources:

To help provide a cross-curricular approach to the development of geographical skills and knowledge, learning will follow the Cornerstones approach as the basis for the thematic curriculum. This will allow learning to take place in a cross curricular manner.

A variety of equipment and resources are available within school to use on an individual and a shared basis to support effective teaching and learning in geography. In addition, provision will be made for input from external visitors together with journeys to places of geographical interest and significance to support learning through fieldwork.

Ordering and organising resources are the sole responsibility of the Geography lead. A budget is allocated and any required resources may be agreed through the Geography lead and purchased using this agreed budget.

Health and Safety:

All trips and visits will have a risk assessment created and signed by the relevant members of staff and any other adults involved. Where necessary, individual risk assessments will be made and shared with any responsible adults.

The upkeep and safety of the resources is the responsibility of all staff and any broken items that are deemed unsafe to use must be reported to the Geography lead so these can be disposed of appropriately and replaced.

Impact

Assessing progress:

Children's progress will be monitored using informal assessment i.e. observations, marking of work and questioning children to identify what they have understood.

Individual trackers will be completed by the class teacher, recording which children are working towards age related expectations and those working above. These assessments will be made termly.

This information can then be relayed to the next year group during handover.

Individual progress is also reported back to parents on a termly basis, either through parents' evenings or a written report.

The Geography lead will monitor the teaching and learning of Geography by collecting and talking through work samples to ensure standards are met. Any feedback will be given to the relevant year groups or individuals and shared during staff meetings.

Policy review:

Review Date:	<i>This policy will be reviewed every year by the Geography Lead. Any suggested amendments will be presented to the Advisory Board for approval.</i>
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