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## **Geography Policy**

Our school policies reflect Intake Farm's commitment to an inclusive, creative and exciting curriculum, based around high quality teaching and learning.

### **Rationale**

At Intake Farm 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, as well as their place in it. The geography curriculum at Intake Farm enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and 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 curriculum is designed develop knowledge and skills that are progressive, as well as transferable, throughout their time at Intake Farm Primary and also to their further education and beyond.

### **Intent**

The intent of our Geography curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child. As a result of this they will develop geography skills in the following areas:

Locational knowledge

Place knowledge

Human and Physical geography

Geographical Skills and Fieldwork

In line with the National Curriculum (2014), the curriculum at Intake Farm aims to ensure that all pupils:

To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.

To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.

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 formulate appropriate questions, develop research skills and evaluate material to inform opinions.

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

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working.

Geography at Intake Farm is taught in a variety of ways which best suit the topics that we are studying. Some topics are taught in blocks throughout the year and some in weekly lessons so that children can achieve depth in their learning. (This can be seen in the teacher's long term and medium-term planning sheets.) Teachers have identified the key knowledge and skills required to ensure progress across the topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This ensures that lessons are relevant and take account of children's different starting points. Cross curricular outcomes in geography are specifically planned for. The local area is fully utilised to support the teaching and learning of geography skills and knowledge.

#### **Early Years**

Geography is taught in the foundation stage 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. 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.

### **Planning including cross-curricular links**

Geography is planned in three phases (long-term, medium-term and short-term). The long-term plan maps the Geography topics studied during each key stage. We teach the knowledge, skills and understanding set out in the New National Curriculum of 2014 through the corresponding programme of study.

### **Cross-curricular links**

At Intake Farm Primary and Nursery School, geography is taught through a topic approach alongside Design & Technology, History and Art. Our Curriculum is carefully planned to engage and excite all our learners.

### **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 Grand Canyon.

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.

### **Resources**

We have a wide range of text books, such as atlases and interactive boards to access the internet as a class and there is a wide range of geographic material in the school library.

We also use the Educational Library Service to enhance the teaching and learning of our topics.

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.

### **Assessment and Reporting**

Assessment of Geography at both KS1 and KS2 will be based on teachers' judgments and the attainment of all KS1 and KS2 pupils should be recorded on Scholar Pack. Progress will be measured against a 'Geography Progression Framework' which will allow for all children to be monitored and show progress within and across year groups.

### **Subject Leadership and Monitoring**

The subject leader works alongside the SLT to monitor standards of teaching and learning at Intake Primary School. A structured cycle of planning and work scrutiny, observations, and pupil, parent and staff interviews will provide information to judge the effectiveness of the subject as well as future development points.

Curricular development is linked to the SIP and performance management cycle where necessary, and subject leaders will report to the Governing Body Curriculum Committee as part of the curricular review and development process.

### **S.E.N/D**

We ensure that all children have access to the Geography curriculum whatever their ability. Classroom activities are differentiated where appropriate to ensure every child's educational need is met. Through our teaching of geography, we enable all pupils to make progress. Through our Geography teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language.

### **Impact**

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education.

As a result of our approach to Geography the children will:

know more about their place in the world

Apply their geography skills to read maps, atlases and compasses to help them in life

Know the understand the difference between human and physical geography and understand the importance of preserving the world around us.