

**THAKEHAM PRIMARY SCHOOL**

'Small School, Big Opportunities, Great Achievements'



# Geography Policy

# Thakeham Primary School

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Signed

Headteacher: *S. Norton*

Chair of Standards, Teaching & Learning Committee:

*Kate Nelson*

## Introduction

Our Geography Policy reflects our school values and vision.

“High quality learning and teaching are at the heart of our school. We nurture and celebrate each child’s individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning, inspired to achieve their very best. Through encouraging a strong sense of respect and responsibility, both within our local community and the wider world, we support our children to be co-operative, caring citizens for the future.”

Thakeham Primary School Vision

At Thakeham Primary School geography is about developing an understanding of our world, through experience, investigation and learning from primary and secondary sources. Our geography helps children to gain a greater understanding of the ways of life and cultures of people in other places. This will help to enable children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment. Through the National Curriculum for Geography, we focus on the study of places, the human and physical processes which shape them and the people who live in them. Children study their local area and contrasting places in the United Kingdom (Brighton) and other parts of the world. The study of the local area forms an important part of the geography taught at our school and activities are planned to build upon the children's knowledge and understanding of the local area.

Our geography curriculum links closely to our work on SMSC and British Values. Our commitment to learning about communities and cultures is also reflected in our Curriculum Driver ‘Our Place in the World’:



### **Our Place in the World**

Children understand and relate to their place in our wonderful local community as well as understanding their place in the wider world. Our aim is for our children to be thoughtful respectful citizens, both of one another and the environment. Links will be developed both locally, internationally and globally to help us realise this aim.

## Aims

Through our teaching of geography we aim to:

- develop children's geographical understanding and competence in specific geographical skills;
- help children acquire and develop the skills and confidence to undertake, investigation, problem solving and decision making;
- stimulate the children's interest in and curiosity about their surroundings;
- create and foster a sense of wonder about the world;
- inspire a sense of responsibility for the environments and people of the world we live in;
- increase the children's knowledge and awareness of our changing world, so that they will want to look after the Earth and its resources and think about how it can be improved and sustained with the aim of becoming active citizens;
- begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion;
- develop a sense of identity by learning about the United Kingdom and its relationship with other countries;
- develop an insight into the world’s people, places and environments and the interactions between them, how they are connected and develop a ‘sense of place’;

- develop thinking skills through questioning;
- promote awareness and understanding of spiritual and moral issues.

## **Entitlement**

Geography is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study.

All pupils are entitled to access the geography curriculum at a level appropriate to their needs arising from ethnicity, gender, ability or disability in line with our Equalities Policy. Fieldwork may have to be adapted to individual requirements.

## **Expectations and programmes of study**

### **Early Years Foundation Stage**

During the EYFS, children will work towards the geographical aspects of the Early Learning goals for Understanding of the world.

### **Key Stage 1**

By the end of Key Stage 1, most children will be expected to have a good understanding of the following four areas:

- Locational knowledge of the world's seven continents, five oceans and the four countries of the United Kingdom and their surrounding seas.
- Place knowledge; comparing the human and physical geography of a small area of the United Kingdom and a small area of a contrasting non-European country.
- Human and Physical Geography; identify daily and seasonal weather patterns in the United Kingdom. Identify the hot and cold areas of the world in relation to the equator and use basic geographical vocabulary.
- Geographical skills and fieldwork; Using maps, atlases and globes to locate countries and continents. Simple compass points and locational and directional language. Using aerial photographs to identify landmarks and human and physical features. Use simple fieldwork and observational skills to study the geography of their school and its grounds.

### **Key Stage 2**

By the end of Key Stage 2, most children will be expected to:

- Locational knowledge; locate the world's countries, using maps. Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their characteristics, and land-use patterns and how some of these aspects have changed over time. Identify the position and significance of the different sections of the world's seven continents, five oceans and the four countries of the United Kingdom and their surrounding seas.
- Place knowledge; understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- Human and physical geography; describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

- Geographical skills and fieldwork; Using maps, atlases globes and computer mapping to locate countries and features studied. Eight compass points, grid references, symbols and key. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.

## **Teaching and learning style**

Children are taught in their normal class group for geography and classroom organisation will depend on the needs and abilities of the pupils and also on the aims of the lesson. In planning geographical work teachers are mindful of the ways in which pupils learn. The teaching of geography reflects different teaching and learning styles to ensure full inclusion such as whole class lessons, group, paired and individual work and we combine these with enquiry based research activities. We encourage children to ask as well as answer geographical questions which links well with our Super Learning Hero 'Curious Questioning Quinn' and our weekly assembly linked to our 'Curious Questioning Quinn photo'.

## **Planning**

In our school we plan geography as part of term/ half term topics. The key areas are outlined in our long term plan which covers a two year programme (year A & B). Medium term plans set out the objectives to be taught for the term and an outline of the lesson content and organisation. Our Progression of Skills document illustrates progression of geographical skills across the school. Many elements of our Geography work are also cross-curricular e.g. our annual Sports Week, which has been linked to the European Games/Olympic Games/World Games over the past few years. Visits and visitors form a key part of our planning.

## **Assessment**

Children demonstrate their ability in Geography in a variety of different ways. Teachers will assess children's understanding through a combination of formal and informal strategies, by making informed judgements during lessons through discussions including the use of talk partners, question and answer techniques and observation. Children are encouraged to take part in a range of self/peer-assessment and evaluation activities, reviewing their learning against objectives and their Toolkits. Teacher feedback/marking helps to inform future learning to support pupil progress. At the end of each geography topic, the children and teachers assess their progress against the objectives learned in that topic.

Children's standards and achievements in geography in the Foundation Stage are assessed in line with our Early Years Foundation Stage Policy. Assessment in EYFS includes both on-going assessment of children's work as noted above but at an age appropriate level. The EYFS Profile is used to assess children throughout and at the end of the academic year.

In Key Stage 1 and 2 classes, attainment and effort are communicated to parents through a pupil's annual report and progress and attainment are discussed at parent/teacher consultations throughout the year.

At EYFS children's attainment for 'Understanding of the World' is recorded as 'Emerging' (1) or 'Expected' (2). Whether a child has achieved a 'Good Level of Development' is also measured and reported.

## **Resources**

Resources form an important part of curriculum delivery. As part of their geographical work, all pupils have opportunities to use technology and a variety of data, such as maps, statistics and graphs where this serves to enhance their learning. They also have opportunities to use the following resources:

globes, maps, atlases, pictures, photographs, aerial photographs, compasses, measuring equipment, cameras, books and games. Our local environment, links with other schools and visitors are also valuable resources.

## **The Role of the Curriculum Leader**

### **Key aspects of the Geography Leader's role include:**

- monitoring of standards in Geography and the use of this to inform the SSDP document and action plan.
- provision of quality leadership and management of their subject to secure high quality teaching and learning.
- playing a key role in motivating, supporting and modelling good practice for all staff
- taking a lead in policy development and review .
- being proactive in seeking and attending professional development opportunities.
- reporting to the Headteacher and Governing Body on Geography related issues.
- planning and organising the allocation and purchase of resources in accordance with available budget.

## **Monitoring and Evaluation**

Monitoring and evaluation is carried out on a number of levels e.g. Class teacher, Curriculum Leader, Headteacher, Governors, Advisors and Ofsted/HMI all with the central aim of enhancing teaching and learning.

Monitoring may be through a range of methods including,

- assessment of pupils' work
- scrutiny of planning
- lesson observation
- pupil conferencing
- book scrutiny
- staff discussion and feedback

## **Equality Statement**

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond. Learning to live and work together, and respect each other is expected throughout the school in line with our Equalities policy and Staff Code of Conduct.

## **Inclusion**

Learning will be differentiated appropriately and, where necessary the child may have the support of a TA or classroom helper. Support may be especially necessary during field study activities. Where a pupil is deemed to be a more able pupil, learning opportunities will be offered within the classroom, school or through our locality links and enrichment courses.

## **Health and Safety**

Before any field study, a risk assessment will be carried out and submitted via EVOLVE.