



MANOR PRIMARY SCHOOL

Geography POLICY

This policy document is a statement of the intent, implementation and impact of the teaching and learning of Geography at Manor Primary School.

Intent

Geography is an essential part of the curriculum. At Manor Primary School, we want the geography curriculum to be of high quality in order to inspire pupils' curiosity and fascination about the world and its people. Geography enables children to develop their understanding of their own locality and how and where people fit into its overall structure, whilst becoming aware of, appreciating and developing knowledge and understanding of the world beyond their own environment and how it has evolved over long periods of time.

Furthermore, the geography curriculum also aims to deepen their understanding of the Earth's key physical and human processes, the interactions between them and the formation and use of landscapes and environment. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. As the children progress through the school, pupils become efficient at using maps, charts and other forms of geographical data. Furthermore, the curriculum aims for children to carry out geographical enquiries that further deepen and enhance their understanding. At Manor Primary School, it is felt that it is essential to develop geographical skills as children live in a world that is wide open to them.

Geography enriches other areas of the curriculum such as: English (communication skills), maths (interpreting and measuring data, surveying map symbols, six figure grid references), science (animals and their habitats) and ICT (research).

The school's policy for Geography follows the National Curriculum for Science Guidelines and the Early Years Foundation Stage Framework and aims to ensure that all pupils:

Early Years curriculum as pupils strive to achieve:

- The ability to observe, find out, and identify features in the place they live and the natural world.
- To develop an understanding about their own cultures and beliefs and those around them.
- The ability to find out about their environment and talk about those features they like and dislike.

The geography lessons carried out aim to ensure that all pupils in Key Stage 1 achieve:

- An understanding of seven continents and five oceans by name and location (this is covered in the Places in the World topic).
- An ability to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied (this is covered in the Places in the World topic).
- An ability to name, locate and recognise features and landmarks (this is covered in the Places in the World topic).
- An ability to compare a small part of the United Kingdom with a small area of a contrasting non-European country (this is covered in the Around the World topic and Looking after our World).
- An ability to identify seasonal and daily weather patterns in the United Kingdom and countries around the world (this is covered in the Around the World topic).
- An ability to understand and explain what recycling is, the importance of recycling and what can be recycled to protect the world around us. (this is covered in Looking after our World topic).

The geography lessons carried out aim to ensure that all pupils in Years 3 and 4 achieve:

- The ability to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (this is covered in the rainforest topic in year 3).
- The ability to describe and understand key aspects of: climate zones, rivers and the water cycle (this is covered in the rainforests and on tap topics in year 3).
- The knowledge and understanding of the distribution of natural resources including energy, food minerals and water (this is covered in the on tap topic in year 3).
- The ability to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (this is covered in the UK and rivers topics in year 4)
- The ability to use four grid references, symbols and key (including the use of Ordnance Survey maps) (this is covered in the roads and maps topic in year 4).

The geography lessons carried out aim to ensure that all pupils in Years 5 and 6 achieve:

- The knowledge and understanding of economic activities including trade links (this is covered in the Caribbean topic in year 6)
- The ability to use the eight points of a compass, six-figure grid references to build their knowledge of the United Kingdom and the wider world (this is covered in the Caribbean topic in year 6)
- The ability to identify the position and significance of latitude, longitude (this is covered in the Caribbean topic and Theme Parks and their locations in year 5)
- The knowledge to describe and understand key aspects of: biomes and vegetation belts, mountains, volcanoes and earthquakes and climate zones (this is covered in the biomes and mountains and the volcanoes and the active planet topics in year 5)
- An understanding of human geography, including: types of settlement and land use (this is covered in theme parks and their locations in year 5)

Principles of good Geography teaching

- Have a clear understanding of the value of geography and communicate this to students effectively
- Plan and teach lessons that deepen students' knowledge and understanding and enable them to develop a range of skills.
- Listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- use effective teaching strategies such as appropriately targeting support and intervention that are matched well to individual needs (less and more able) so that pupils learn well in lessons.
- Use an appropriate range of teaching strategies to promote good learning across all aspects of the subject.
- Assess pupils learning and progress regularly and accurately.
- Use the outside environment and fieldwork to support learning.
- Use a range of topical multi-media resources to support learning and to develop a good understanding of a range of places and geographical issues.
- Set tasks that interest pupils in the study of places and help them to make sense of some of the complexities of a dynamically changing world in which they live.
- Make use of geographical enquiry to support questioning, investigation and thinking about issues affecting the world and peoples' lives.
- Make frequent use of maps in a variety of scales to support learning well.
- Use ICT and Geographical Information Systems to promote learning and enable pupils to use data and information sources to search and select, organise, investigate, refine and present information well.

Implementation

The programmes of study for Geography are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study.

Curriculum Planning

We have a well-established curriculum that ensures all National Curriculum objectives are covered. Please refer to our implementation grids.

It is the responsibility of the class teacher to ensure that the weekly lessons for any subject are tailored to meeting the needs of the individual children in their class. Cross-curricular links to other subjects will be made so that pupils can develop an understanding of this subject in an appropriate context. Where there is no link, units will be stand-alone to ensure curriculum coverage. In Early Years, the children's understanding of Geography is supported through the planning and teaching of 'Understanding the World'

Impact

Progress and achievement in Geography is evident throughout the curriculum, with pupils continuously building upon skills they acquire each year and applying their skills and knowledge in a variety of contexts. When written work is completed, Teachers will mark pupils' work in line with the school marking policy where appropriate, to help the pupils make progress.

It is the responsibility of the class teacher to maintain an overview of each child's progress in Geography

- *Assessment is carried out in line with the school policy against National Curriculum expectations.*
- *Assessments are carried out using both summative and formative assessment procedures.*
- *Formative assessments are made through observations in lessons.*
- *Summative assessment can take place at the end of each unit of work.*
- *Assessments are used to inform planning and teaching and learning.*
- *Written or verbal feedback is given to the child in line with school marking policy, to help guide his/her progress.*

Monitoring for Geography is carried out in line with the school monitoring policy. Samples of work are collected and there are folders, kept by the Geography leader, demonstrating the progression of Geography throughout the school.

Equal Opportunities and Inclusion

We recognise that in all classes children have a wide range of abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- *Involving all of the children in oral work.*
- *Planning differentiated work to suit the ability of the children.*
- *Allowing access to materials and equipment.*
- *Providing additional equipment and resources that allow children to access the subject where necessary.*
- *Ensuring planned activities are relevant to all pupils.*
- *Having high expectations of every child.*
- *Ensuring examples are free from stereotyping.*

Resources

All classrooms have interactive whiteboards which are used as a starting point for each lesson and have internet access. A wide range of other resources are accessible from key areas in school. Objects/resources that are specific to a single year group are kept within those classrooms.

Ideally, all staff members should be responsible for collecting and returning necessary items to the correct place to ensure that resources are easy for all staff to find. Staff are responsible for informing the subject leader; when extra resources are needed, when there are breakages and when consumables are running low.

Health and Safety

All members of staff will ensure that conditions apply which will minimise the risks and potential hazards involved in this subject. The school's "Health and Safety Policy" should be consulted for details regarding scissors, craft tools, electrical equipment, wet areas and use of other tools. Where appropriate, staff should seek advice from the Curriculum Leader/Competent Person. If teachers are unclear as to whether a material can be used in school, they should consult the relevant Health and Safety posters displayed and also consult the named Competent Person before proceeding. Teachers need to take account of both the children's and their own health and safety when involved in activities.

Role of Geography Leader

- To be enthusiastic about Geography and demonstrate good practises.*
- To keep up to date with current developments in Geography.*
- To audit resources, identify needs and order equipment in school after consultation with colleagues.*
- To 'sample' the work of children across the age range (curriculum monitoring).*
- To review and evaluate the effectiveness of teaching and learning in Geography, including the monitoring of planning and teaching within lessons.*
- 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*