



## **WHITCHURCH PRIMARY SCHOOL**

### **GEOGRAPHY POLICY**

#### **1. Aims**

1.1 To help pupils to understand that Geography is concerned with the study of places, the inter-relationships between the human and physical processes which shape them and the people who live in them.

1.2 Through investigation and enquiry, to stimulate the pupils' interest in their own surroundings and in the variety of physical environments on the earth's surface, and how these affect people's lives.

1.3 To help pupils develop a sense of place and greater understanding about their home area, their own country and other parts of the world in the hope that they will show an increasing responsibility towards the earth, its resources and its peoples.

1.4 To enable pupils to recognise some geographical patterns and relationships revealed in different types of landscapes and activities.

1.5 To help pupils develop their own values about, and to become aware of their rights and responsibilities towards, places and environments.

1.6 To help pupils to learn how they can begin to influence change and encourage sustainability.

1.7 To ensure that pupils are competent in the geographical skills needed to collect, analyse and communicate with a range of data, gathered through fieldwork.

1.8 To help pupils interpret a range of sources of geographical information and communicate the information they have discovered in a variety of ways.

#### **2. Objectives**

2.1 EYFS: In Willow Class as part of the Early Years Foundation Stage (EYFS), children's work will be related to the 'Knowledge and Understanding of the World' objectives set out in the Early Learning Goals.

2.2 KS1: Pupils will be given opportunities to investigate their own and a contrasting locality. They will gain some understanding of the quality of environments, of ways they affect people's lives and how these environments may be sustained and improved. They will develop an awareness of the wider world. They will be able to name and locate the world's seven continents and five oceans. They will also study the characteristics, location and capital cities of the four countries of the United Kingdom.

Children will learn geography with an emphasis on the key skills required to access geographic learning.

2.3 KS2: Geography in KS2 will build upon the work begun in KS1. Pupils will be taught compass skills and map reading skills, including being able to use the eight points of the compass, four and six figure grid references, symbols and keys. Pupils will be taught principal features of maps of the World, Europe and the British Isles.

2.4 Across both Key Stages pupils will develop their knowledge, understanding and skills as identified within the National Curriculum.

### **3. Agreed approach to teaching and learning**

3.1 Geography will be taught across the school through an integrated approach which includes strong links to the Literacy learning - particularly certain genres of writing in KS2. The curriculum follows an annual cycle for each year group in both the upper and lower school, with additional flexibility to incorporate topical themes where appropriate. Subject monitoring will ensure that activities will be created to provide opportunities for pupils to develop, apply and make progress within the wide range of geographical skills and concepts.

3.2 Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. By studying primary and secondary evidence pupils will be able to ask questions, analyse information and communicate their knowledge and understanding in a variety of ways.

3.3 Visits and fieldwork are an important part of a pupil's entitlement. They must meet the requirements as set out in the Health and Safety policy in relation to school visits. Careful planning will ensure that pupils are given tasks appropriate to their ability that will develop their skills of observation, questioning, recording, etc.

3.4 Geography makes a significant contribution to the development of language, literacy and, on occasions, numeracy. Where appropriate, Computing will be used to support pupils' geographical learning.

3.5 Activities will be created which will encourage pupils to reflect on their own values and attitudes in relation to the wider world e.g. the quality of an environment, improving public transport, reducing water consumption. Whenever possible, material is chosen so that a range of multicultural and minority groups' opinions are represented and accurately portrayed. We advocate co-operative work to enhance social skills.

3.6 As teachers/adults we must be aware of the bias that can occur in this subject and ensure that our selection of materials is balanced and our presentation objective.

### **4. Opportunities to assess**

4.1 Pupils' will be assessed on a regular basis against the National Curriculum Programmes of Study / statements of attainment. Records for Key Stage 1 and 2 are made on-line in the 'Insight' assessment package statements for Geography.

## **5. Inclusion**

5.1 In consideration of pupils' varied life experiences and needs, we will ensure that the geography curriculum is available to all pupils, with equal and appropriate access regardless of sex, race, faith or ability.

## **6. Role of subject leader**

6.1 The subject leader is responsible for the monitoring and development of the subject as set out in her/his job description. The subject leader has other responsibilities within the school and therefore their action plan identifies the agreed priorities that are feasible within the specified time allocation for this subject. An action plan will be developed when there is a key area of focus for the subject, this may not be every year.

## **7. Spiritual Moral, Social, Cultural Opportunities**

7.1 7.1 Specific examples of Spiritual, Moral Social and Cultural Develop in Geography include:

- To develop an appreciation of the world around us/ landscapes
- To increase awareness of land use and conservation.
- To consider their local community and know their place in it.
- To reflect on the distribution of the earth's resources.
- To reflect upon the social and cultural characteristics of society.

## **8. Review**

8.1 Update May 2019: School staff will review this policy when there is a significant change in regulation or guidance or when governors identify an area for school improvement that is covered by the policy. This will be reported to the Curriculum Committee.

Status of this Policy:

Date approved by Governing Body: December 2022

Lead contributions from: Staff:

M. Chesters, L. Lombos

Governors: J. Kuteesa