



**E**veryone                      **S**miles                      **H**ere  
Esh Church of England (Aided) Primary School

# Geography Policy

April 2020



These Guidelines are adopted subject to the over-riding requirements of relevant legislation, of the school Trust Deed and to the legal responsibilities and powers of the Governing Body as employer, admissions authority and owner of the school.

## **Introduction**

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved.

Geography explores the relationship between the Earth and its people through the study of place, space and environment. Geography stimulates curiosity and imagination and we can aim to build upon the child's 'personal Geography' by developing geographical skills, understanding and knowledge through studying places and themes.

## **The Nature and Importance of Geography**

Geography provokes and answers questions about the natural and human world using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, understanding of maps and a range of investigative and problem-solving skills both inside and outside the classroom.

Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development.

It is also an important link between the natural and social sciences; as pupils study geography they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

## **Aims for teaching and learning Geography**

The National Curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen 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 writing at length.

## **Continuity and Progression**

### **Early Years**

Geography is taught in EYFS as an integral part of the topic work through child-initiated and adult led activities. We encourage the development of skills, knowledge and understanding that help children make sense of the world around them. They are encouraged to explore

and investigate, drawing on their own personal experiences and observing closely using their senses.

### **Key Stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their location awareness.

### **Key Stage 2**

Pupils should extend their knowledge beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

As pupils progress through the school, the units of work they encounter include higher level geographical skills. By the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified by the National Curriculum.

### **Teaching and Learning Styles**

At Esh CE Aided Primary a variety of teaching and learning styles are used in geography lessons. The principle aims are to develop skills and understanding as well as developing their technical knowledge. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give the children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. We offer them the opportunity to use a variety of data such as maps, statistics, graphs, pictures and aerial photographs and we enable them to use computing in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions and they present reports to the rest of the class. They engage in a wide variety of problem solving activities e.g. research of a local environment problem or use of the internet to investigate a current issue.

### **Fieldwork**

Fieldwork is integral to a good geography curriculum to enable children to base learning on first hand experiences. Therefore, teachers are encouraged to consider the opportunities available in the local area to enhance their topic and children's skills and knowledge and enable them to explore the world around them.

### **Progression**

We ensure progression in Geography through the following means:

- An increase in breadth of study – extension of content, places, themes and environments.
- An increase of depth study development of ideas and concepts and understanding of increasingly abstract processes, patterns and relationships.

- An increase in spatial scale of study e.g. from immediate surroundings to wider locality.
- A continuing development of skills e.g. more demanding map work and enquiry.
- Increasing opportunities for children to examine issues including environmental ones.
- Increasing opportunities to develop greater appreciation and understanding of people's attitudes and decisions.

### **Inclusion**

We provide equal opportunities by ensuring that:

- Tasks and resources are differentiated to ensure all abilities have access to the curriculum.
- Children's interests are followed to promote progressive learning.

### **Assessment, Recording and Reporting**

We assess children's learning in geography by using formative assessment throughout each lesson to make informal judgements. On completion of a piece of work, teachers mark the activity and comment as necessary. At the end of a topic, the teacher makes a summary judgement about the work of each child, whether they are working towards, have met or are exceeding the skills and knowledge needed for the year group. We use this as a basis for assessing the progress of the child at the end of the year. Parents are made aware of their child's progress through parents evening and the annual written report. The school website and twitter is used to show examples of work and photographs of trips and visitors relevant to the topic being studied.

Date: April 2020

Review Date: April 2022