

# **GEOGRAPHY POLICY DOCUMENT**

## **MERCHANT TAYLORS' PRIMARY SCHOOL** **STANFIELD**

### **INTRODUCTION**

This document is a statement of the aims and strategies for the teaching of Geography at Stanfield. It should be read alongside the scheme of work, which set out clearly the objectives and teaching activities taught throughout the school.

### **RATIONALE**

Children are natural geographers, with a fascination, curiosity and concern about the world around them. The goal of the geography schemes of work is to draw on this explorative instinct, formalise ideas, develop geographical skills, encourage environmental awareness and primarily, to enable pupils to make sense of the world around them.

### **AIMS**

A high-quality geography education should inspire, in pupils, a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments; a deep understanding of the Earth's key physical and human processes; as well as an understanding of fundamental British values. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **EARLY YEARS FOUNDATION STAGE:**

At Merchant Taylors' Primary School, the EYFS department works towards achieving the standards set out within the Early Learning Goals: 'People and Communities' and 'The World', by providing a wide range of activities through direct teaching, as well as child initiated learning. Pupils access our continuous and enhanced provision to promote learning so that children: 'know that other children don't always enjoys the same things and are sensitive to this; know about similarities and differences between themselves and others, among families, communities and traditions; know about similarities and differences in relation to places, objects, materials and living things; are able to talk about the features of their own immediate environment and how environments differ from one another.' (DfE)

## **TEACHING AND LEARNING AT KS1 AND KS2:**

In teaching Geography at Stanfield we aim to provide pupils with the opportunity to:

- Experience geography in a stimulating way
- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- 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
- Become 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
- Communicate geographical information in a variety of ways, including through maps and writing at length
- Provide a knowledge of where places are on a local and a global scale
- Provide an understanding of the local environment, both physical and human
- Encourage an understanding of and empathy for people and places in distant parts of the world
- Develop geographical concepts of features, processes, location, direction and distance
- Develop a range of geographical skills including: interpreting and creating maps, diagrams, globes, aerial photographs and GIS systems; using a compass; reading scales and grid references; taking and recording measurements; interpreting synoptic charts; presenting and analysing data; using IT for data retrieval
- Encourage positive attitudes towards the local, regional and global environment
- Raise awareness/ debate current environment issues and concerns
- Encourage independent research using a variety of primary and secondary sources
- Use geographical vocabulary

## **ATTAINMENT:**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study or Geography, within the new National Curriculum.

It is important to note that Geography is incorporated into other areas of the curriculum at Stanfield. The following subjects lend themselves well to the development of geographical skills and knowledge:

- Maths – graphs, charts, co-ordinates, direction and scale drawing
- Science – the water cycle, environmental issues, geology, weather, temperature, vegetation, habitats and scientific enquiry
- History – map-work and changes to the local area over time
- Languages – cultural awareness, regional knowledge, locating countries
- ICT – data collection, creating and interpreting graphs, finding out about distant places

## **SCHEMES OF WORK**

Schemes of work have been created and updated by teaching staff and the Geography co-ordinator, based on the new 2014 National Curriculum. They include locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. The schemes of work take into account the resources available to the school; the diverse cultures and interests of pupils within the school; the locality of the school; curriculum links to other subject areas and our school links programme (Sierra Leone).

## **HOMEWORK**

### **Key Stage 1**

- No formal homework will be given

### **Key Stage 2**

- Pupils may be set one piece of homework each week as required and where appropriate by the class teacher
- Pupils will also be expected to carry out research towards a geography project, in line with the scheme of work being followed.

## **EQUAL OPPORTUNITIES AND INCLUSION**

- All pupils are given an equal opportunity to participate in lessons and to develop their understanding of the subject. Help is provided for children with specific learning difficulties from the class teacher, SENCO and /or teaching assistants and differentiated exercises within the classroom are given to those with SEN including those who have EAL
- More able pupils, including those who are Gifted and Talented extend their learning through differentiated group work, extra challenges and opportunities for independent learning.
- At Stanfield, we celebrate the diversity in our school and in the world around us, as well as reinforcing fundamental British values through Geography. We are committed to enabling all our pupils to participate constructively through using a wide range of learning methods.

## **ASSESSMENT AND RECORDING OF PUPILS' PROGRESS**

The teacher will make formative assessments as an ongoing process throughout the school year.

Pupils will be assessed through:

- Their written and illustrative work
- Their contribution to debates and discussions
- Their use of appropriate geographical vocabulary
- Their ability to interpret a variety of evidence and sources
- Their ability to state and justify their opinions
- Their ability to use specific geographical skills as already outlined

No formal assessment is used within Geography.

## **REPORTING TO PARENTS**

Progression in geography will be reported to parents through:

- Parent/Teacher interviews held in the Autumn and Spring terms
- An annual written report to parents at the end of the academic year

## **THE ROLE OF THE GEOGRAPHY CO-ORDINATOR**

The geography co-ordinator will:

- Be responsible for policy development throughout the school
- Monitor the Geography curriculum throughout the school
- Monitor resources and be responsible for ordering new resources
- Keep up to date with developments in the education of Geography and disseminate information to colleagues as appropriate
- Ensure adequate differentiation is provided to pupils based on teacher assessments
- Continue to develop overseas links with schools in distant places

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