



The Meadow Community Primary School and Pre-School



Geography Policy

This policy is intended for all teaching and non-teaching staff; local governors; parents and other interested parties.

<u>Aims</u>	To develop pupils' knowledge of the location of globally significant places including their defining physical and human characteristics, and to develop key skills of geographical enquiry when investigating and understanding different places locally, internationally and environmentally.
<u>Objectives</u>	<ul style="list-style-type: none"> ✚ To stimulate children's awareness of the environment, building on their own experiences and interests. ✚ To name, locate and identify characteristics of the 4 countries of the United Kingdom, their capital cities, counties within the UK and the seas that surround it. ✚ To name and locate the world's 7 continents and 5 oceans, and to locate the world's countries using maps (a focus to be on Europe (including the location of Russia) and North and South America). ✚ To 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 in North or South America. ✚ To understand, describe and use subject-specific vocabulary relating to key aspects of human and physical geography. ✚ To use maps, atlases, globes and digital/computer mapping to identify the United Kingdom and its countries, as well as other countries, continents and oceans and describe their features. ✚ To use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. ✚ To use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<u>Curriculum content</u>	<p>To be delivered through 3 units per academic year, one each half term across both Key Stages:</p> <ul style="list-style-type: none"> ✚ Foundation Stage - Understanding the world. Children will have opportunities to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. ✚ Y1 -Homes and our local area, Around the world - Passport, Around the world (inc Mexico) - Passport (Tocuaro: A contrasting locality overseas). ✚ Y2 - Delhi: A contrasting locality overseas, How can we make our local area safer? An island home. ✚ Y3 - Connecting ourselves to the world, Rivers: The UK. ✚ Y4 - Antarctic, Fair Trade, Extreme Earth. ✚ Y5 - Investigating coastlines, Paris: A contrasting locality, Water. ✚ Y6 - Human and physical geography, Locational knowledge, Geographical skills and fieldwork.
<u>Scheme of work</u>	See Key Learning Objectives for each year group on Symphony grids. National Curriculum for geography.
<u>Planning and Teaching Including:-</u> • inclusion for	<ul style="list-style-type: none"> ✚ Planning is based on the National Curriculum for Geography and Symphony statements. Planning is adapted to suit the locality of our school. ✚ Teachers endeavour to ensure the curriculum meets the needs of all pupils. Tasks are modified or extended to meet the needs of individual pupils.



<p>SEND</p> <ul style="list-style-type: none"> opportunities for Gifted, Talented and More Able children 	<ul style="list-style-type: none"> Teachers use a range of approaches in styles of teaching to cater for the different ways in which children learn. This will include kinaesthetic, creative, visual and auditory. As well as recording their work in their theme books, children also have opportunities for directed enquiry and research through observations of photographs, maps and sketches, group activities and discussions, using digital resources such as iPads, cameras and Beebots and children raising questions about their own interests and observations in the theme being studied. Year groups also have enrichment activities including local trips, locality walks and visitors to school. The inside building and outside school grounds are also regularly used to support learning in geography. The teaching of geography will also often be linked to other subjects such as history and art.
<p><u>Assessment, Recording and Reporting</u></p>	<ul style="list-style-type: none"> Assessment and reflections of lessons are ongoing and modified accordingly. Teachers complete the geography Symphony assessment grid specific to their year group for children in their class at the end of each theme. Children are assessed against the age-related attainment expectations for their year group and whether they are working at an Emerging, Expected or Exceeding level for the key objectives for their year group. End of year data is given to the curriculum leader.
<p><u>Professional Development</u></p>	<ul style="list-style-type: none"> School INSET takes place when needed. Staff have opportunities to attend training if opportunities arise. Curriculum leader to support and keep teaching staff up to date with new developments in geography.
<p><u>Monitoring and Evaluation</u></p>	<p>Monitoring is carried out in the following formats:</p> <ul style="list-style-type: none"> End of year Symphony assessment data. Curriculum walk-through and observations. Teacher and pupil questionnaires and interviews. Auditing planning. Work scrutiny of children's books.
<p><u>Multi-cultural opportunities and awareness of 'British Values'</u></p>	<p>In studying different localities children are encouraged to recognise and appreciate racial, cultural and economic diversity.</p> <p>British values aims are mainly met through class discussions in geography. We encourage pupils to discuss and have an opinion, share their ideas and to listen and respect the thoughts of others.</p> <p><i>"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."</i></p>
<p><u>Additional arrangements for children in receipt of 'Pupil Premium'</u></p>	<p>A contribution of half the total cost of a school trip or enrichment day is made from the 'Pupil Premium' grant for any child who receives free school meals.</p>
<p><u>Health and Safety (including e-safety and safeguarding, if applicable)</u></p>	<p>Fieldwork is a key element of the National Curriculum for geography. Therefore when planning a day trip or residential visit, all staff will follow the school's emergency procedures for trips and the school and county policies on visits and excursions.</p> <p>Each year group will carry out preliminary visits to new venues and write individual risk assessments using the school's generic risk assessment format.</p> <p><i>See school health and safety policy and year group risk assessments for trips.</i></p> <p>E-safety - Information technology is an essential resource for supporting learning in geography. Therefore children are given opportunities to access the internet and use geographical programs and apps on the iPads. Staff follow the school's E-safety policy and children will always be properly supervised when using digital devices.</p>

<p><u>Resources and displays</u></p>	<ul style="list-style-type: none"> ✚ Geography resources are kept in the resources cupboard in hall 2. ✚ Year groups may also have resources specific to a theme they teach stored in their classroom areas. ✚ Geography themed work is displayed in classrooms. Work is often linked to art activities. ✚ Children's work or photographs may also be seen on the school website on the year group page. ✚ Photographs of pupils work can be seen in the subject leader's geography file.
<p><u>Partnership with parents/carers</u></p>	<p>Parents will be encouraged to support their child's learning in geography through:</p> <ul style="list-style-type: none"> ✚ Personalised learning based geography themed projects. ✚ Parent volunteers encouraged to help on year group local walks and school trips. ✚ Individual children's end of year performance in geography is reported to parents on the annual school report.
<p><u>Partnership with other agencies</u></p>	<p>Work with other geography leaders from partnership schools.</p>

September 2017

Agreed by the Local Governing Body on 14th September 2017



Signed
Mr. Steve Lilley Chair of the Local Governors

To be reviewed in September 2019