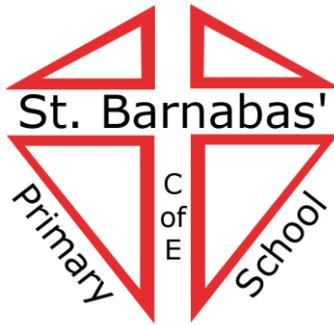


**Heaton St. Barnabas' CE (VA) Primary School**



**Policy For**

# **GEOGRAPHY**

**This policy was approved by Curriculum Committee**

**On: 11<sup>th</sup> May 2021**

**Position: Chair of Curriculum Committee**

**Heaton St.Barnabas CE Primary School**  
**Geography Policy May 2021 – 2023**

**Aims**

At St.Barnabas CE Primary School we believe that it is essential to provide children with learning opportunities to engage in Geography. This document is a framework for the teaching and learning of Geography at St.Barnabas CE Primary School.

*“Geography is the study of Earth’s landscapes, peoples, places and environments. It is, quite simply, about the world in which we live.”* (Royal Geographical Society: 2014)

Geography is an essential part of the curriculum which develops contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics.

Geography provides a means to explore, appreciate and understand the world in which we live. A high quality geography education should inspire in pupils a curiosity and fascination about the world and its people that 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 processes. Geography offers children the opportunity to explore, communicate, research, investigate, analyse and problem solve.

**Our aims for teaching Geography are that all children will:**

- Enjoy studying their local environment as well as the world around them.
- Develop their knowledge and understanding of places in local, regional, national, international and global contexts.
- Develop knowledge and understanding of the physical elements of geography, including weather and climate, water forms and landforms.
- Develop knowledge and understanding of human geography looking at populations, settlements and communications.
- Gain an appreciation and understanding of life in other cultures.
- Understanding the world and the part natural resources play, and the possibilities of protecting and managing environments.
- Develop skills of research, investigation, analysis and problem-solving.
- Develop practical skills in the use of resources (maps, atlases, compasses) and the ability to apply these skills when applicable with confidence and understanding.
- Have the opportunity to stimulate their enquiring minds.

## Curriculum

### Early Years

Geography in the EYFS curriculum is not a standalone subject and comes under the strand 'Understanding the World' which is broken up into 3 smaller strands:

1. People and Communities
2. The World
3. Technology

The first two strands relate well to Geography. The Early Learning Goal (i.e. the expected level for most children) for these 2 strands is:

#### 1. **People and Communities**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

#### 2. **The World**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

### 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 to enhance their locational awareness.

### Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America and the wider world. 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.

### Curriculum Planning & Progression

The Geography curriculum at St. Barnabas CE Primary School will follow the programme of study for Geography. The learning activities will be sequenced, where possible, across key stages to ensure continuity, progression, increased challenge and new learning opportunities as children move through school. The subject will be taught through our creative curriculum across every term to ensure all key skills and knowledge are covered. Geography aims to maximize the potential to

become a cross curricular asset, through Maths and science work. Many of our geographical fieldwork strands link to work we can do in our school grounds and local area including Forest School learning in Heaton Woods. We will be looking at the wider geographical implications of plastic waste and our work with the local community (which our Eco committee feeds into).

### **English**

Geography makes a significant contribution to the teaching of English through promoting the skills of reading, writing, speaking and listening. This can be done in a variety of ways:

Reading and writing skills are essential when children are undertaking geographical enquiry, when collecting information, when making notes and following instructions.

Pupils need to communicate in ways appropriate for the task and audience, for example writing a newspaper article about a local issue.

Discussion, drama and role-play can be deployed as children develop an understanding of different viewpoints and perspectives.

### **Mathematics**

Mathematical opportunities occur for children when analysing data, reading maps, plans, thermometers, and rain gauges. Furthermore, the use of fieldwork data, timetables and charts contributes to the children's mathematical understanding.

### **History / Heritage**

Geography and History present many opportunities to work in tandem. For example, an investigating how an aspect of the local area has changed over a long period of time will require the use land use maps as well as historical knowledge.

### **Art**

Art can be incorporated within Geography in a variety of ways. Children can develop an understanding of different places and cultures through their work on artists, designers and craftspeople. Furthermore, when undertaking fieldwork, there are opportunities for sketching and collection of materials to use in art.

### **Computing**

The use of IT provides access to unlimited information. This can help children's learning in Geography through access to databases, maps, digital mapping, weather charts, satellite images, tourist information and the latest news of events around the world.

Additionally, children can use IT to enhance their skills in data handling, presenting written work and by using equipment to record their work in the form of digital cameras, iPads etc.

### **Spiritual, Moral, Social and Cultural Development**

Spiritual development can occur through helping pupils to recognize the beauty and diversity of the world. Geography has the opportunities to inspire children to visit specific places in the future.

Moral development is aided through helping pupils to reflect on how the environment is affected by decisions made by humans and how they can make choices to help the world in the future.

Children learn to appreciate the moral dilemmas posed by introducing changes to the local environment (for example, building a motorway) and effects this may have.

Social development can be facilitated through fieldwork opportunities which encourage an environment of collaborative work.

Cultural development can occur through their growing knowledge and understanding of human geography by gaining an appreciation of life in other cultures (teaching respect and understanding).

### **Progress and Achievement**

At St.Barnabas CE, the teaching of Geography uses a variety of teaching and learning styles. To stimulate enquiring minds, children can direct their own learning through the setting of their own questions and researching these.

Monitoring and evaluation of children's learning is done on a termly basis to ensure progress is maximized and children have at least met the age related expectations. We feel that it is vital children become independent learners and take responsibility for their own work along with their peers, for example peer and self-marking, the use of talk partners and end of unit evaluations.

Additionally, feedback to pupils about their own progress in Geography is done while a task is being carried out through discussion between child and teacher and the marking of work (refer to marking policy). This assessment is used to guide the teacher's planning and to ensure that understanding is being achieved.

### **The Role of the Subject Leader**

The role of the leader is to support colleagues in their teaching, being informed about current developments in the subject and provide a strategic lead and direction for the subject in the school.

The Subject Leader is responsible for improving the standards of teaching and learning in geography through:

- Monitoring and evaluating geography.
- Wider Curriculum Subject leader progress meetings and staff feedback sessions
- Provision of geography across the school.
- The quality of the learning environment.
- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent geographical developments through their own CPD and that of others.
- Monitoring and assessment of geography across the whole school.
- Leading 360 Reviews alongside SLT.
- Supporting teachers through team teach coaching sessions.
- Analysing data and creating action plans.

### **Governor Involvement**

The School Curriculum Committee will meet with the Geography leader in curriculum committee meetings during the year to monitor the effectiveness of the policy.