

# Forest Hall Primary School



## Geography Policy

Version	Date	Adopted	Review
1.0	2017	2017	2019
1.1	2019	2019	2022
1.2	2022	Oct 2022	2025



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## Geography Policy

### 1. Purpose

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 environments, together with a deep understanding of the Earth's key physical and human processes. 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.

### 2. Aims

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

- 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
- 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 and writing at length.

### 3. Teaching and Learning

Our school policy is developed in accordance with the National Curriculum for Geography and the EYFS curriculum. Our curriculum is designed to develop knowledge and skills that are progressive, as well as transferable. This ensures that knowledge is built on over time, to support memory and help pupils identify and cement key concepts.

### a) **Early Years**

In nursery and reception, geographical learning experiences take place primarily through the aspect of learning 'Understanding the World'. These early experiences include: exploring and investigating, drawing on their own personal experiences and observing closely using their senses. They will also include using age appropriate software and technology. It is also recognised that geographical teaching may make use of current news items that are relevant to the learning of the subject.

### b) **Key Stage One**

Through a variety of cross curricular topics, pupils will develop knowledge about their locality, the United Kingdom and the world. Pupils will be taught to name, locate and identify different human and physical geographical features, understanding similarities and differences of these in contrasting locations. They will use basic geographical vocabulary and will use maps, atlases globes and photographs to study a variety of places. Pupils will develop their use of fieldwork and mapping skills through trips/visits and by using a variety of resources.

### c) **Key Stage Two**

To progress on from Key Stage One, pupils will extend their knowledge and place knowledge beyond the local area to include the United Kingdom and Europe, North and South America. Pupils will locate and identify a range of the world's most significant human and physical geographical features and be able to describe and understand key aspects of them using key vocabulary. Pupils will use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### d) **Cross Curricular Links**

Skills are taught in combination with other subject areas as we plan in cross curricular topics. These topics have a 'key driver', which may be history or geography oriented. The driver topics are changed half termly to ensure a balance of subjects taught over the year.

### e) **Time allocation**

If the key driver in the half term is geography, it is taught weekly within Key Stages One and Two. In Early Years Foundation Stage it is taught regularly throughout the week.

## 4. Inclusion

It is recognised that all pupils, including those with Special Educational Needs, must be given opportunities to show what they know and can do.

Recognising the different abilities within a class means that teachers must plan at a class, group and individual level. This involves:

- Using a range of teaching styles which match the experience of all pupils within the class and begin to cater for different intelligences
- Matching tasks to pupils' needs.

Various strategies are employed to allow pupils to achieve:

1. Common tasks, which will expect different outcomes.
2. Stepped tasks, with a common starting point but which aim to extend more able pupils.
3. Grouping, in which pupils work on a task designed for that group.
4. Different resources, same task, which modifies the amount of information given to some pupils.
5. Independent learning - finding answers from a range of resources.

## 5. Resources

Resources form an important part of curriculum delivery. As part of their geographical work, all pupils have opportunities to use ICT and a variety of data, such as maps, statistics and graphs where this serves to enhance their learning.

Pupils have opportunities to use the following resources: globes, maps, atlases, pictures, photographs, and aerial photographs, measuring equipment, and cameras. There are also a selection of books available from the library, as well as the topical selection of books which are loaned from the Schools Library Service to support our cross curricular themes.

The pupils learn about digital mapping using 'Digi-maps', where they have access to modern day and historic maps, and detailed aerial imagery.

. They use maps within topics to show that places have changed over time and how their features (human or physical) came about. They use maps to support the acquisition of new vocabulary, learn about places at a range of scales, and explain patterns and processes.

## 6. Assessment

Teachers assess knowledge and understanding during the course of a geography lesson using discussion, question and answer techniques, written

and practical tasks and when pupils communicate their findings to others. Learning objectives are assessed formatively as and when they are achieved. These are found on the inside cover of pupils' topic books. This information is then collated onto a whole class skills record sheet which is reviewed on a termly basis. Teachers track and monitor pupil progress through the year and produce a written summative comment on progress and skill development in the annual report to parents.

## **7. Monitoring**

The Geography Lead will monitor teaching and learning in geography across the school, supported by the management team and reporting to the headteacher.

## **8. Roles and Responsibilities**

### **a) The Governing Body**

- To delegate authority and responsibility to the headteacher to ensure all school staff and stakeholders are aware of and comply with this policy.
- To ensure that the school complies with all equalities legislation.
- To ensure this policy and all policies are maintained and updated regularly.
- To ensure all policies are made available to parents on request.

The Nominated Governor will:

- Work closely with the headteacher and subject lead as nominated governor for geography.
- Ensure this policy and other linked policies are up to date.
- Report to the Governing Body on the success and development of geography across school.
- Champion geography within school.

### **b) The Head Teacher**

The Head Teacher will monitor the effectiveness of this policy by:

- Ensuring all school personnel are aware of and comply with this policy.
- Working closely with the geography lead and the link governor.
- Ensure compliance with the legal requirements of the National Curriculum.
- Providing or facilitating guidance, support and training to all staff.

### **c) The Subject Lead**

The subject lead will lead on the development and implementation of this policy throughout the school.

- To offer help and support to all members of staff in their teaching, planning and assessment of the geography curriculum.
- To attend appropriate network meetings/ training, feeding back to colleagues, and ensure staff keep up to date with best practice, resources and pedagogy.
- To lead and organise staff training as and when needed.
- To review practice and resources in delivering the geography curriculum and report to the headteacher.
- To produce and implement a geography development plan if requested.
- To have enthusiasm for geography and encourage staff to share this enthusiasm.

The Subject Lead will be responsible for guiding curriculum development and monitoring the effectiveness of teaching and learning in geography through:

- Monitoring planning and curriculum coverage
- Ensuring continuity and progression throughout the school
- Pupil voice discussions
- Conducting work scrutinies

#### **d) Teachers and teaching assistants**

School Staff will:

- comply with all aspects of this policy
- plan for and teach geography in line with school guidance
- assess progress in geography in line with school guidance

#### **e) Parents/Carers**

Parents / Carers will:

- ensure that their child regularly attends school and is ready to learn.
- encourage effort and achievement within geography

#### **f) Pupils**

Pupils will:

- understand that they live in a multicultural Britain and that there are many different cultures around the world.
- be encouraged to become respectful, tolerant members of society who appreciate difference and diversity.
- try their best within geography sessions

## **9. Links to Other Policies**

There are links to the following policies;

- History
- English

## **10. Review Date**

Following consultation with the staff, this policy will be reviewed by the Curriculum Sub Committee every three years or sooner if deemed necessary and then ratified by the Governing Body.

*Dawn Child*  
*Geography Lead*  
*June 2022*