



Geography Policy

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Statement of intent

At Rattlesden C of E Primary Academy, we believe that, through the study of geography, children make sense of their world and enrich their understanding of it.

This policy sets out the framework in which the geography curriculum will be taught.

Through this curriculum, children will understand the similarities and differences between societies and cultures, and the impact of changes on people and place.

Legal framework

1.1. This Policy will have regard to the following statutory and non-statutory guidance:

- Geography programmes of study: key stages 1 and 2 – published September 2013.

2. Roles and responsibilities

2.1. The Geography Coordinator is responsible for:

- Developing, resourcing and reviewing the school's Geography Policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding geography.
- Providing guidance, including INSET training to geography staff, as part of their ongoing professional development.
- Celebrating and promoting the geography curriculum and the work of pupils' throughout the school.

2.2. Geography teaching staff will be responsible for:

- Contributing to the development of the Geography Policy and teaching programmes, with the Geography Coordinator.
- Developing schemes of work and lesson plans in line with the school's geography policy and the objectives of the geography curriculum.
- Facilitating the teaching of their respective geography curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the Geography Coordinator apprised of this.
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the Geography Coordinator.
- Keeping apprised on current affairs and best practice on their geography curriculum, and applying this to their schemes of work

3. Teaching

- 3.1. The Geography Coordinator will be responsible for overseeing the planning, resourcing and monitoring of the school's geography programme.
- 3.2. The subject matter covered in geography reflects the requirements of the new National Curriculum, which came into effect on 1 September 2014.
- 3.3. Special focus will be paid to the teaching of the skills inherent in the entire geography curriculum taught at Rattlesden C of E Primary Academy.

These skills include:

- Making accurate observations.
- Asking and answering questions.
- Effectively using the appropriate equipment for measurement.
- Recognising patterns and identifying relationships.
- Predicting and applying knowledge to differing contexts.
- Analysing and interpreting evidence, and drawing conclusions.

- 3.4. The geography programme will be delivered by all geography staff in a range of teaching and learning situations with respect to the needs of individual pupils.

Curriculum:

- 4.1. The aims of the geography curriculum are to ensure pupils:
 - Develop contextual knowledge of the location of globally significant places.
 - Understand the processes that give rise to key physical and human geographical features of the world.

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepens 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.

Early Years Foundation Stage

4.2. Pupils should be taught:

- Foundations for geography can be found within EYFS Characteristics of Effective Learning: Engagement, Motivation and Thinking, and the Prime and Specific areas of Learning and Development. In particular – Understanding the World: The World and People and Communities. Also Expressive Arts and Design: Exploring and using media materials.

A child's knowledge and understanding of the world develops through hands on practical experiences and opportunities such as making use of indoor and outdoor areas for investigations of the natural world, providing play maps, role play reflecting diversity and finding out about different cultures.

Key Stage 1

A 3-year topic cycle has been designed to ensure a highly engaging curriculum is offered to our children across the whole of key stage 1 (And EYFS). It is carefully planned to provide opportunities to develop the skills and understanding the children will need as they progress through the key stage and onto key stage 2. Each topic has been designed with a main focus on Geography and History, but provides excellent opportunities to develop other areas of the curriculum. Texts have been chosen, to enhance both the topic and English curriculum and provide opportunities for the children to write for a purpose. We aim to provide some exciting trips and visits to complement the teaching and learning.

Pupils should be taught:

- Locational knowledge, including that of the world's seven continents and five oceans and the name, location and identity features of the four countries, oceans/seas and capital cities of the UK.
- Place knowledge, including geographical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country.
- Human and physical geography, including weather patterns in the UK, the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, as well as basic geographical vocabulary.

Geographical skills and fieldwork, including:

- Maps, atlases and globes to identify the UK and the countries, continents and oceans.
- Compass directions.
- The use of aerial photographs to devise a basic map with symbols.
- Simple fieldwork and observational skills to study their local geography.

Key Stage 2

A new 4-year topic cycle has been designed to ensure a highly engaging curriculum is offered to our children across the whole of key stage 2. It has been carefully planned to provide opportunities to develop the skills and understanding the children will need as they progress through the key stage and onto key stage 3. Although the topics have been designed with a main focus on Geography and History, many of them provide excellent opportunities to develop other areas of the curriculum. Texts have been chosen alongside each topic, to enhance both the topic and English curriculum and provide opportunities for the children to write for a purpose. We aim to provide some exciting trips and visits to complement the teaching and learning and to provide some 'wow' moments for the children.

4.3. Pupils should be taught:

- Locational knowledge, including using maps to locate European countries outside of the UK; naming and locating counties and cities of the UK; geographical regions and their identifying characteristics; key topographical features and land-use patterns. The location and significance of the two Hemispheres, the Tropics of Cancer and Capricorn, the Equator etc.
- Place knowledge, including the study of human and physical geography of one region in the UK, Europe and North or South America.
- Human and physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and types of settlement and land use, economic activity and the distribution of natural resources.

Geographical skills and fieldwork, including:

- Maps, atlases and globes.
- Digital / computer mapping to locate countries.
- The 8 points of a compass and four and six-figure grid references.
- Using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Recording the human and physical features in the local area.

5. Assessment

5.1. The Geography Coordinator will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.
- Involves teachers reviewing and reflecting on assessment data.

6. Differentiation

We recognise the fact that in all geography classes there are children of a variety of abilities and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.

7. Monitoring and evaluation

7.1 The Geography Coordinator will, at least once a term, review and evaluate the geography work within the school.

7.2 This policy will also be reviewed bi-annually to ensure that it complies with the latest legislation, guidance and best practice.

8. Fieldwork

8.1 Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

At Key Stage 1 we let all the children carry out investigations into the local environment and give them opportunities to observe and record information around the school site and local environment. We also visit sites such as Lackford Lakes, Felixstowe (seaside) & Felixstowe Docks, Zoos, and Aldeburgh (seaside).

At Key Stage 2 the children complete a study of the local area. We also offer them the opportunity to take part in a selection of visits, which include: The Recycling Centre and Energy for Waste sites at Gt Blakenham, and The Museum of East Anglian Life, as well as taking part in workshops at school: African Drumming, Rainforest Dance, various Emergency Services visiting and a Planetarium.