



FLASH LEY COMMUNITY PRIMARY SCHOOL & NURSERY

Geography Policy

Produced by: R. Atkinson - Geography

Introduction

This policy should be seen as a product of regular review and revision undertaken by all staff working together, and subject to amendment when necessary. This review and revision will take place as part of the school curriculum planning cycle (see EYFS, KS1 and KS2 infant long-term creative curriculum plans). It should be read in conjunction with the Teaching and Learning policy statement and the Behaviour policy.

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Pupils study their local area, and contrasting localities in the United Kingdom and other parts of the world.

At Flash Ley we believe in the importance of Geography as stated in *Geography, The National Curriculum for England 1999* p.14.

"The Importance of Geography."

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Vision

To equip our children with the Geographical skills using their curiosity and imagination in an ever changing, ever growing world. Ensuring a broad thematic curriculum will ensure our children have the excitement and enthusiasm to participate in lifelong Geographical learning.

Aims

Geography helps pupils to gain a greater understanding of the ways of life and cultures of people in other places. The study of the local area forms an important part of the Geography taught, particularly in Foundation Stage and Key Stage 1. Through the teaching of Geography, we aim to: -

- Stimulate pupils' curiosity about their surroundings and that of other places around the world.
- Create and foster a sense of wonder about the world.
- Inspire a sense of responsibility for the environments and people of the world we live in understanding what it means to be a positive citizen in a multi-cultural country,
- Develop pupils' competence in specific geographical skills including how to use, draw and interpret maps.
- Help pupils acquire and develop the skills and confidence to undertake investigation, problem solving and decision making.
- Increase pupil's knowledge of the changing world and promote understanding, concern and respect for the planet and its people.
- To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Teaching and Learning

Planning and Organisation

Geography is taught where possible by a cross curricular approach through our 'Key Skills Curriculum.' We have developed a concept curriculum across all year groups to deepen the understanding of the topics that are taught.

In Nursery and Reception, Geography forms part of cross curricular topic work covering all six areas of learning- see "Early Years" section below. In the rest of the school, Geography is taught as part of the Creative Curriculum implemented 2015. This ensures Geography is covered at different times and regularly. Matching the subject content to the requirements of both the Foundation Stage and the National Curriculum.

Field work forms an integral part of the geography curriculum. Visits outside the school grounds are well planned in advance following all relevant Health and Safety

guidelines. Visits that take place outside of the school grounds are required to be planned to give parents 6 weeks' notice and all details placed on EVOLVE ready for the head teacher's approval. Details of individual visits and trips are detailed in the relevant year group's Medium-Term Planning.

Differentiation

Interpreting medium term plans to meet the needs of individual children is the responsibility of the class teacher. Staff use their professional judgement to provide work appropriate to the needs and abilities of the pupils in their care. Differentiated work is provided in a number of different ways: -

- By providing differentiated tasks.
- Through the outcome of a single set task.
- By providing extra support for lower ability.
- By providing extension tasks for the more able.

Cross-curricular links

Cross curricular links are identified on medium term plans. Installation of interactive whiteboards has led to an increase in opportunities for cross curricular work. Planning documentation is subject to continual review and new links are added as part of this process.

Assessment and Record Keeping

Assessment and record keeping is in accordance with the whole school policy. Assessment opportunities and the evidence to be used by teachers in judging the level at which a child is working are built into planning.

Assessment forms part of the planning process. Teacher Assessment is ongoing throughout those terms when Geography is being taught. Pupil conferencing, peer discussions, self-assessment and target setting form vital elements of Assessment for Learning in all subject areas. Marking is used effectively alongside the above strategies to build a full picture of pupil progress and attainment.

New assessment has been implemented across the school and is now completed at the end of the term. There is a progressive approach from Year 1 through to Year 4. This end of term assessment is based on the concept question and builds upon the pre-assessment completed at the start of the term.

Reporting to parents takes place on a termly basis through 2 parental consultation evenings and through an annual written report. Mark books have been implemented into all classes for assessment purposes.

Early Years

The Early Learning Goals provide the framework for teaching and learning in Reception and Nursery Classes. Geography is taught as part of a two-year rolling programme, matching the subject content to the requirements of the Foundation Stage. The subject of geography is taught via all six Areas of Learning and reflects the practical nature of the early Years curriculum. The level of challenge and structure in tasks increases as the children move towards Key Stage 1 with a growing emphasis on recording work in a variety of ways appropriate to the abilities and needs of the children, for example drawing, painting, writing and ICT.

Able Children

Interpreting medium term plans to meet the needs of individual children is the responsibility of the class teacher. Staff use their professional judgement to provide work appropriate to the needs and abilities of the pupils in their care. In the case of more able children, this may be through: -

- Conducting independent research and reporting back to the class.
- Differentiated the tasks.
- Set open ended investigation.
- Problem solving activities related to the subject.

Equal Opportunities

At Flash Ley Community Primary School, staff ensure that all children have access to the same broad and balanced curriculum, regardless of sex, ethnic origin or religious belief.

Geography is taught from a number of perspectives and evidence is presented from different points of view. As well as extending the range and depth of

children's understanding, Geography supports the tolerance of differing opinions.

Inclusion

Flash Ley endeavours to meet the diverse needs of its pupils to ensure inclusion for all. All of our pupils are entitled to a broad, balanced curriculum, delivered in a relevant and differentiated manner, enabling continuity and progression to be experienced.

It is important at this school that the teaching, learning achievements, attitudes and well-being of every young person matters. In order to make access to the whole curriculum a reality for all pupils, we foster an ethos in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively promoted

In Humanities, planning for individual children or groups of children, based on informed observation and assessment for learning, will be informed by knowledge of their priorities. Teaching is responsive to pupils different learning styles and takes account of pupil's cultural backgrounds and linguistic needs. Teachers ensure that the classroom is an inclusive environment in which pupils feel that their contributions are valued.

SEN/Dyslexia

Children who have Special Educational Needs are covered by the school's S.E.N. policy. Differentiated tasks and support are provided to enable all to fulfil their potential within the subject. The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at Flash Ley Community Primary School. SEN children are not viewed as a separate entity but are part of the whole school approach, and different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

Disadvantaged

The teaching of geography within the school will always factor the disadvantaged children. We provide children with the opportunity to complete homework projects within school with provided resources and they receive adult support during this learning time. Resources of the children's topic also get sent home so there are able to access learning material from home. As staff, we have the responsibility to enable all children to access the geography curriculum, regardless of background. All

children can have a flair and passion for geography and we strive to provide the opportunity for them to feel comfortable to explore it.

PSHE / Citizenship

At Flash Ley we want children to take an active part in the life of their school and its neighbourhood. We are a Health promoting school and provide opportunities in all areas of the curriculum for children to gain the knowledge skills and understanding they need to make informed choices to lead confident, healthy and independent lives and act as responsible citizens.

Community Links.

The quality of teaching in geography relies heavily on the use of the community as a resource. We maintain good links within the community and use the immediate environment for a wide variety of fieldwork opportunities. Parents play a key role in the success of fieldwork by donating their time and help.

Monitoring and Evaluation

Policy and practice in geography are monitored and evaluated on a regular basis in accordance with the school curriculum development planning cycle. Monitoring currently takes place by review of medium-term plans and sampling children's work. Where possible special events and displays are photographed. Informal discussions with colleagues inform future amendments to planning and a short report is produced for the subject leader file and the senior management team. Lesson observations will take part in future as part of the school's assessment cycle.

Promoting Reading

Reading is promoted in different ways through geography. Teachers are able to feely plan lessons that incorporate reading within them. In other areas, children may be developing reading skills in the context of geography. Across the school, the majority of class texts are based on topics from the yearly long-term planning. This is shared between history and geography. Within the Accelerated Reader scheme there are many fiction books based on geographical knowledge which inspires children to expand their understanding of a range of subjects outside of their topic. This encourages children to be reading for pleasure.

Resources

Resources are located: -

- In KS2- shared maps, atlases, globes and textbooks
- Within the relevant year group for resources related to specific topics.
- Within the outdoor learning environments of the school; Foundation Stage outdoor activity space.

Resources are audited annually and requests for new materials are sent to the subject leader who will consult the headteacher. Acquisitions are made according to priority and available funding.

Governors

The Governing Board at Flash Ley retain the responsibility for continuing to raise standards in accordance with the School Development Plan. The governors work closely with school and are kept up to date through attending regular governors' meetings and visits to school. The role of the link governor is to help ensure relevant issues remain high on the school's agenda, to provide a link between the Governing Board and the staff of the school.

British Values

Through the teaching of geography, children will gain a better understanding of the views and opinions of others, respect the way of life of others in different parts of the world and understand the behaviours of others around the world. British Values are implemented into lessons by staff members from week to week for the benefit of the children's development.

Long Term Memory

The long term plan ensures embedding of knowledge throughout children's time at Flash Ley. The long term plan is intended to allow learning to follow on from year to year, building upon knowledge from previous year groups. The skills grids also have progression from year to year. Some skills are looked at in more detail and others are added within the different areas of the curriculum. Staff members will be referring to learning from past year groups in their lessons to ensure knowledge

and skills have been embedded. If staff are able to identify any gaps in the children's learning, they will fill them within the teaching of their current topic.

Within Key Stage 2, part of the children's topic is pupil-led (now on Seesaw). All of the activities are revision of skills that have been taught in previous years or terms. Again, this ensures consolidation of skills across every year.