



Upper Beeding Primary School

Geography Policy

March 2023

INTENT

At Upper Beeding Primary School, our intent is that the teaching of Geography will inspire children to have awe and wonder about the world and the people who live in it. Our teaching will be enquiry led to help children develop their curiosity and fascination about the diverse and ever changing world they live in. The children will be encouraged to discover for themselves the interaction between the human and physical processes and will use their geographical knowledge and skills to understand how this shapes and changes our world over time.

We intend for our children to have real life experiences and opportunities for outdoor learning, which will enable them to learn in an active and creative way. Links to other subjects will be made whenever possible; with the aim of enhancing the children's appreciation and respect for the world and building on their geographical skills to enable them to become super geographers.

IMPLEMENTATION

At Upper Beeding Primary School we are committed to providing all children with a wide range of learning opportunities to engage in Geography. Geography is taught as individual lessons and through cross curricular learning. It provides children with opportunities to explore, appreciate and understand the world in which we live and how it has evolved. The teaching of Geography contributes to the children's cultural capital as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Through Geography, the children learn the skills of understanding a locality and how and where people fit into its structure. It is important for children to learn how to efficiently use maps, charts and other geographical data, as we have ever increasing opportunities to travel and work in different cities and countries across the world. Our Geography Curriculum places great importance on the interaction between the physical and the human environment. The children are given opportunities to understand the effects individuals have upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

IMPACT

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

TEACHING AND LEARNING

At Upper Beeding Primary School, all children are taught the key skills as outlined by the National Curriculum. The children follow an enquiry based curriculum which enables them to learn a range of skills, concepts, attitudes and methods of working. They are able to explore the relationship between the Earth and its people, through the study of place, space and environment.

The school uses a variety of teaching and learning styles to teach Geography. Our principal aim is to develop the children's knowledge, skills and understanding in geography through enquiry-led learning. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs and geographical footage and to use ICT when this serves to enhance their learning. Children take part in roleplay and discussions, and they present reports to the rest of the class. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem, visiting relevant sites and carrying out fieldwork. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

EARLY YEARS

Geography is taught in Reception through topic work and is linked to the objectives set out in the Early Years curriculum. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and investigating our locality.

KEY STAGE 1

In Key Stage 1, children investigate their local area and a contrasting area (Australia), finding out about the environment in both areas and the people who live there. They carry out geographical enquiry inside and outside the classroom and ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

KEY STAGE 2

In Key Stage 2, children investigate a variety of people, places and environments in the United Kingdom and across the world, and start to make links between the different places. They find out the effect that people have on the environment and how they are affected by it. Children carry out geographical enquiry inside and outside the classroom and ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Children use secondary sources of information, including aerial photographs, satellite images, etc. Teachers ensure that links between subjects are maximized.

CULTURAL CAPITAL

Through the teaching of Geography at Upper Beeding, we aim for children to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

We aim for children to be equipped to make informed choices in the future, by helping them to reflect on how the environment is affected by decisions made by people. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, redeveloping the cement works) and the effects this can have on the surrounding area.

Through fieldwork, children are able to consider the views of others when discussing localities, settlements and the environment. Fieldwork also encourages collaborative projects, making the most of different strengths and interests within a team.

By exploring different settlements throughout the world, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

PLANNING AND RESOURCES

At Upper Beeding Primary School Geography is taught through a topic approach alongside English, Design & Technology, History and Art. Our Curriculum is carefully planned by the teachers over a two year cycle to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Each class has a range of non-fiction and fiction topic books and there are Geographic texts in the school library. Atlases, globes, computer and interactive boards to access the internet as a class are also available. Each term, we also get a selection of topic books from West Sussex Library. Family members or people from the local community with an interest, or expertise, in a particular topic or area of Geography could be invited into school to work with the children.

ASSESSMENT AND MONITORING

The Geography leader regularly monitors the progress of Geography through sampling children's work in book scrutinies and through auditing teacher planning and through lesson observations.

We encourage all children to take responsibility for their own and their peers learning. At the end of each topic, the children are given the opportunity to comment on each other's work and to make personal assessments of their own work. They traffic light their achievement against the objectives and through these strategies, both the children and adults are able to recognise the progress being made.

On-going, informal teacher assessment is used to inform planning and to facilitate differentiation. The continual assessment of children's work is used to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and the marking of work is guided by the school's Feedback Policy.

ROLE OF THE SUBJECT LEADER

The Geography subject leader is responsible for ensuring that the aims of the Geography Policy are met. In addition to this, the Geography subject leader should:-

- Be enthusiastic about Geography and demonstrate good practice
- Review changes to the National Curriculum requirements and advise on their implementation.
- Encourage and support staff in the implementation of the curriculum and school approaches to Geography teaching
- Collate and review evidence related to Geography through the e-portfolio to ensure progression and development of skills throughout the school
- Monitor the teaching and learning of Geography throughout the school
- Organise and review all Geography-based resources ensuring these are maintained and replaced where necessary
- Support staff by sharing ideas and initiatives and organising in-service training as appropriate

EQUAL OPPORTUNITIES AND INCLUSION

All children have equal access to the Geography curriculum and its associated practical activities in line with the Upper Beeding Primary School Equal Opportunities Policy. All staff are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet a child's' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities and opportunities to extend their science learning further. Gender and cultural differences will be reflected positively in the teaching materials used.

HEALTH AND SAFETY

Visits and fieldwork are an essential part of the Geography Curriculum, helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe. Therefore, any visit will be well organised and provide a stimulating and valuable experience. The class teacher, or trip leader, will plan the visit

meticulously, with the children' safety and welfare paramount. A school and Evolve risk assessment will be completed prior to undertaking a visit.

Reviewed, Adopted and Ratified by:

Staff: March 2023

Governing Body: March 2023

Date for Review: March 2026