



Approved by Governors: Autumn 2024
Review date: Spring 2027

GEOGRAPHY POLICY

RATIONALE

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. At Norwood, the children first develop their geographical understanding by focussing on their own locality. This leads to learning about other localities within the U.K and eventually the rest of the world. Children learn how to compare and contrast both human and physical geographical features.

During Geography topics the children learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. They also develop their understanding of physical features and the importance of sustainable development for the future of mankind.

AIMS AND OBJECTIVES

- To arouse awareness of the local environment and use appropriate vocabulary to describe observations and express opinions.
- To raise awareness of other environments through stories, visits, photographs, ICT, and artefacts.
- To develop geographical skills through fieldwork, observations, and a range of maps.
- To be able to describe and compare places near and far using geographical vocabulary.
- To appreciate both the human and physical characteristics of places.
- To extend the depth of geographical enquiry and broaden the range of study to other areas of the developed and developing world.
- To increase their awareness of physical and human factors which determine the nature of places and to describe and explain their similarities and differences.
- To research local, national, and global issues using resources which include ICT and form opinions for debate.
- To develop an awareness of their responsibilities as Global Citizens.

APPROACHES TO TEACHING AND LEARNING

Geography teaching focuses on enabling children to understand the world around them and helps children to develop their enquiry skills. Whenever possible we provide children with first-hand experiences and use a range of resources to ensure children are actively engaged in their learning.

Geography work should be enquiry based and children should have access to a range of resources and be provided with learning experiences in and outside of the classroom, including fieldwork studies out on location. Years 1-6 will all take part in a fieldwork study with a clear progression year on year, to enable pupils to build on their geographical understanding. These fieldwork opportunities will also be supported using pre and post fieldwork learning opportunities.

Through the use of knowledge organisers and working walls, we support the children to revisit and review prior learning, whilst also making connections with their new learning.

Each lesson is based around one or more of our key concepts of:

- Space
- Place
- Scale
- Physical and Human processes

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Geography will be taught bi-weekly as part of our foundation subject rotation timetable.

PLANNING

Geography planning is shown through a whole school curriculum map as well as medium term planning for each unit of work.

The long-term plan maps the Geography topics studied during each Key Stage. We teach the knowledge, skills and understanding set out in the New National Curriculum of 2014 through the corresponding programme of study.

Planning will ensure that, in addition to the requirements of the National Curriculum, there are frequent and regular opportunities to enhance learning through cross-curricular teaching, extra-curricular activities, fast-learning homework and progressive fieldwork opportunities.

FOUNDATION STAGE

We teach Geography in Reception as an integral part of the Understanding the World concepts covered during the year. As outlined in the EYFS Framework of 2021, the specific area of Understanding the World includes three ELG's. To meet the ELG of 'The Natural World', children will develop an understanding of the world around them by making observations and drawings of animals and plants, comparing different environments, and investigating changes in the world around them such as seasons and weather. This understanding will be developed through experiences, discussion, play and stories.

STAFF ROLES AND RESPONSIBILITIES

Class teachers are responsible for planning the Geography units being taught and should have clear objectives for each session being taught. Teachers should use the Foundation Topic planning format and should evaluate each taught session to inform future planning.

RESOURCES

General Geography resources are stored in the Geography cupboard and can be easily accessed by all staff. The compasses, maps, fieldwork equipment, etc. are all stored in clearly labelled boxes and are to be returned to the same location after use. In the case that a topic will be covered in a specific year group it may be decided that the resources will be stored in that year group. Atlases are stored within each Phase (KS1, LKS2 and UKS2) and should be returned centrally after use.

Each classroom is to display a map which corresponds to the Geographical locations they are studying. For instance, Year One will display a map of the British Isles as the children are focussing on their locality and the counties that make up the U.K. Whereas Year Six will display a world map which includes the different time zones as they will be studying a variety of global locations. All KS2 classes will display a map of the UK highlighting the counties, to allow this to facilitate constant repetition of learning.

ROLE OF PARENTS

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At Norwood we encourage the use of visitors to develop learning within Geography. We have found using parents and local people to be an invaluable resource for bringing the subject to life. They are welcomed into our school to share anecdotes, experiences and possessions. We also have links with local high schools, using their expertise and resources to enhance the Geography curriculum within Norwood.

ASSESSMENT AND RECORDING

The class teacher will assess children's work in Geography by making informal judgements through observations during each Geography lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. Teachers to mark Geography work in accordance with the Marking, Feedback and Presentation Policy. Teachers to gather evidence of a child's understanding using written recording where appropriate but also through discussion, questioning, drama and any other techniques that can show a child's understanding.

Throughout the teaching and learning process, teachers are to use the assessment of skills document to continually assess pupils' knowledge and understanding. Teachers will use this as a basis for assessing the progress of the child at the end of the year.

S.E.N

We ensure that all children have access to the Geography curriculum whatever their ability. Classroom activities are differentiated where appropriate to ensure every child's educational need is met. Through our teaching of Geography, we enable all pupils to make progress. Through our Geography teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an Additional Language. The use of enquiry through primary and secondary sources will provide pupils with additional needs practical and visual learning opportunities to support their understanding. Opportunities to use ICT to support teaching and learning in Geography will be planned for and used as appropriate.

MONITORING AND REVIEW

Monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the Humanities subject leader team. The work of the Humanities subject leader team also involves supporting colleagues in the teaching of Geography and ensuring staff are aware of current initiatives and approaches. The Humanities subject leader team will attend relevant training courses.

The Humanities subject leader team has specially allocated time in which to fulfil this role by reviewing samples of children's work, gathering 'pupil-voice' and visiting classes to observe teaching in the subject.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject. We encourage the children to always consider their own safety and the safety of others. Teachers refer to the School's Health and Safety Policy and the safety procedures recommended in the DfE 'Health and Safety of Pupils on Educational Visits' guidelines for the educational visits aspects of this subject.

REVIEW

This policy will be reviewed at least every three years by the Curriculum Committee of the Governing Body.