



GEOGRAPHY POLICY



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Reviewed and approved by:

Date of approval:

Date of next review:

Linked Policies

This policy is the umbrella policy for Somerville Primary School's curriculum. Each individual subject area has its own policy document or subject statement to add extra detail and clarification. It should be read in conjunction with the Curriculum, Teaching and Learning, Assessment, SEND, Marking and Feedback and Homework documents.

Geography INTENT AT SOMERVILLE

At Somerville Primary School we are dedicated to providing all children with the knowledge, skills and understanding to make sense of their world. The curriculum is designed to have a balance of core knowledge (facts, location, names, vocabulary) and a sense of place (senses, emotions, values, opinions) in order to develop a knowledge and understanding of real places as well as how people affect the environment and are influenced by it. Our curriculum is designed to build and continuously consolidate children's geographical knowledge and skills. Children are given the opportunity to study a range of topics, both inside and outside of the classroom.

Our teaching equips 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 helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Their understanding of social and cultural aspects of different countries and continents will develop.

At the Somerville Primary School, pupils explore the 4 areas of the Geography curriculum (locational knowledge, Place Knowledge, Human and Physical Geography and Geographical skills and fieldwork), applying and building on previous learning each year.

The Somerville Geography Curriculum is designed to:-

- Ensure our pupils access a broad and balanced curriculum that takes into account of abilities, skills and physical, emotional and intellectual development. We want to inspire pupils to be curious and fascinated about the world and its people.
- To develop an interest in their local area, the world and the processes take place.
- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- Through geography lessons the children learn a range of skills, gain knowledge and understanding of places in the world and different environments. Through their growing knowledge and understanding of human geography, we want our pupils to respect and appreciate life in other countries and their cultures.
- Ensure children learn about their local area, and compare their life in this area with that in other regions in the United Kingdom and other parts of the world.
- They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving.
- As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- 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.
- Build geography skills progressively.
- To allow children to work as geographers.

CURRICULUM IMPLEMENTATION AT SOMERVILLE

Approach to Teaching and Learning and Pedagogy

Early Years

Early years explore historical themes and content through the Understanding of the World strand of the EYFS curriculum. This is carried out through child-initiated and adult led activities. The children are given the opportunity to find out their local area and different countries. This is taught through activities such as looking at pictures of places or walking around the local area and visiting the beach or the local park.

Key Stage 1

During Key Stage 1, children begin to develop an awareness of how the world, the continents and ocean, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Children begin to use atlases, draw their own maps and compare countries such as Wales and Australia.

Key Stage 2

During Key Stage 2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge. Pupils will learn about the processes that occur such as the creation of oxbow lakes and earthquakes. They will also compare countries such as Brazil and Greece to the UK. Pupils will be able to explain and identify different biomes and climate zones.

The school uses a variety of teaching and learning styles in history lessons. Our aim is to develop the children's knowledge, skills and understanding of history. We use a variety of teaching and learning styles in our history lessons. In order to be successful in Geography we aim to:

- Encourage pupils to be 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
- Encourage pupils to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems
- Have access to a wide variety of resources such as the internet, videos, books, maps and photographs.
- Pupils have access to DIGI maps in order to access a range of OS maps from around the United Kingdom. Here pupils are able to view maps from the 1800s, 1950s and from the present day. This allows them to compare and evaluate how our country has changed over time.
- Encourage children to use non-fiction books for research

Enrichment Experiences

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. All of the children will carry out investigations into the local environment, and we give them opportunities to observe and record information around the school site. Visits are planned to enhance learning and give hands on activity. Pupils will carry out a range of fieldwork activities and out pupils have the opportunity to visit our Forest School.

Reading and Vocabulary

We have a wide range of text books and resources for the children to use during lessons. Children will be exposed to a wide variety of sources and books. Children are encouraged to read books about the topics they are studying in order to conduct their own research and widen their understanding.

Special Educational Needs and Geography

We recognise the fact that we have children of different abilities in 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 or support from peers or adults. T. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and if necessary, those learning English as an additional language, and we take all reasonable steps to achieve this.

CURRICULUM IMPACT AT SOMERVILLE

At Somerville Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations.

Children will be able to read maps, think as a geographer and understand the human, physical and social processes that happen. They will understand how natural disasters happen and the impact of these on society and the environment. Children will care about their world and be respectful citizens within it.

EQUALITY IN GEOGRAPHY

Somerville Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Somerville Primary School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

SMSC

When writing this policy and planning for lessons we have planned in opportunities that allow discussion and learning around pupils social, moral, spiritual and cultural development. Teachers will raise questions in a range of topics and children will also be encouraged to raise their own questions. Pupils will learn about respect and appreciate the similarities and differences between a range of countries and cultures. They will be encouraged to challenge stereotypes. Climate change will be an area which they can confidently debate.