



Geography Policy

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Geography Policy

Intent

Here at Moss Side Primary School we strive to deliver an engaging, exciting, broad and balanced Geography curriculum which allows the children to develop an understanding of the world and their place in it. This is a fundamental aspect of our curriculum. We follow the requirements of the National Curriculum, including units of study covering local, UK and worldwide geography. We utilise a 'home' and 'away' approach to study where every class completes a unit focusing on a local geography study and another unit focusing on a location further away. These units are enriched by fieldwork, including visits to different locations, and by visitors to school.

Within our school family we have representatives from a diverse range of localities around the world. Our teaching approach aims to bring our world to life, and stimulate the children's curiosity and fascination to know more about the world and its people. Children's understanding of geographical concepts, knowledge and skills are developed progressively as they move from year group to year group. Methods of geographical enquiry and investigation are developed along with the children's ability to ask and answer questions. Whole key stage topics are sometimes used to further enhance children's understanding of significant locations and cultures.

The purpose of this document

This policy reflects the school's values and philosophy in relation to the teaching and learning of geography.

It sets out a framework within which teaching and non-teaching staff can operate.

This policy should be read in conjunction with the scheme of work for geography.

Geography is a foundation subject within the National Curriculum.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places, both terrestrial and marine, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time - are 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
 - 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.

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These aims are consistent with our school philosophy and we take account of both the Foundation Stage Early Learning Goals for knowledge and understanding of the world and The National Curriculum, key stages 1 and 2. The National Curriculum comprises subject content for each Key Stage. This has been further broken down into Key Learning for each year group.

The teaching of geography is organised as follows:

The class teacher, with help from the geography co-ordinator, is responsible for the geography in their class. There are two units of study for each year group.

During the geography lessons we aim to enable the children to investigate and learn about the following themes-

Space- What do the maps of this area look like? Where does this area fit into the world?

Place- Where do people live here? What do they do for jobs? What can you do here? (Build a picture of the character of the place.)

Earth Processes- What is the land like here? What physical features can we find here?

Environment- What living things can we find here? Are there any major changes/ threats to this area?

We look at these themes through a lens of 'home' or 'away'. Children develop their geographical skills, such as research, observation, measuring, recording and presentation, through exploring questions about the area such as:

- ❖ Where is this place?
- ❖ What is this place like?
- ❖ Why is this place like it is?
- ❖ How is this place connected to other places?
- ❖ How is this place changing?
- ❖ What is it like to be in this place?
- ❖ How is this place similar to, or different from, another place?

In EYFS and KS1, the 'home' units start very locally with school, Moss Side and Leyland. These build to locations across the Northwest in KS2 (River Ribble/Preston City Centre, Rivington Pike, Heysham & Morecambe and the Lake District) to allow children to have a good understanding of the region in which they live, by the time they leave school. We aim to enhance the children's understanding of their home region by including a field trip as part of the 'home' unit.

The 'away' units choose locations outside of the Northwest of England that provide a contrasting case study for the geographical features studied in each year group (e.g a hills/mountains focus in Year 4 that studies Chamonix, France as its 'away' location).

We are equally concerned that the understanding outlined above takes place within a secure framework or geographical knowledge, enabling progression, in terms of understanding, skills and knowledge and incorporating whenever appropriate, educational visitors.

All such visits should be carried out in accordance with the school educational visits policy.

Geography topics are taught in accordance with the Moss Side geography scheme of work. This lays out appropriate areas of study for each year group.

Planning and Evaluation

Planning is normally at the individual class level and is overseen by the geography co-ordinator.

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Planning is used to:

- a) Set clear objectives;
- b) Ensure that work is matched to pupils' abilities, experience and interests;
- c) Ensure progression, continuity and subject coverage throughout the school;
- d) Provide criteria for assessment and evaluation of teaching and learning.
- e) Ensure the needs of pupils in mixed age classes are met at the appropriate level

Parental Involvement

We hope and expect that our parents will show a keen interest in their child's acquisition of geographical skills and development and aim to promote this by holding open evenings during which their child's work is displayed and discussed.

Inclusion

When teaching geography we aim to deliver an inclusive curriculum for all pupils (including SEN) by:

- a) Setting suitable learning challenges;
- b) Responding to pupils diverse learning needs;
- c) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We ensure the lesson caters for all children's learning. Lesson support may include small group support and 1:1 support.

Health and Safety

When working with equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control;
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- To use information to assess the immediate and cumulative risks;
- To manage their environment to ensure the health and safety of themselves and others;
- To explain the steps they take to control risks.

The Role of the Geography Co-ordinator

The duties and responsibilities of the geography co-ordinator include the following:

- a. To read, understand and interpret the geography National Curriculum, in the context of Moss Side Primary School, in order to help the staff understand what is required.
- b. To review and keep up to date the geography policy and scheme of work.

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- c. To keep under review and make suggestions for the updating and regeneration of materials needed to meet the requirement of geography in the National Curriculum.
- d. To develop a scheme of work appropriate to the needs of the National Curriculum.
- e. To support the class teacher with assessment.
- f. To liaise with the staff about the development of geography in school.
- g. To keep up to date with current thinking through appropriate CPD.
- h. To look at teaching plans in geography of all teaching staff and make constructive comments on them.
- i. To visit classrooms to review strategy and teaching quality.
- j. To be aware of developments needed in the school to improve the attainments of the pupils in geography.
- k. To complete a subject and impact report on an annual basis.
- l. To feedback areas for development of art to senior leaderships following staff discussion, learning walks and pupil voice, in order for this to inform the School Development Plan.
- m. To provide updates to the governing body to keep them informed about art in school and abreast of any changes.
- n. To ensure information on the school website is up to date.

Assessing Impact

The impact of the geography curriculum will be assessed by

- a. Collating work
- b. Observing lessons
- c. Displays around school
- d. Pupil voice interviews
- e. Class assemblies

This policy should be read alongside the following whole school policies:

Health and safety

SEND

Curriculum

Educational Visits