



Corporation Road Community Primary School

Geography Policy

Approved by the Governing Body

Chair of Governors: Mrs Val Johnston

Date: April 2018

To be reviewed: October 2020

Introduction

Geography is a valued part of the curriculum and it is now taught through Cornerstones, as part of a whole school topic-based approach to teaching and learning, rather than as a discrete subject wherever possible. This has enabled more cross curricular links and a wider teaching of geography in school.

Geography is important in school as it provides a means of exploring, appreciating and understanding of the world in which we live and how it has evolved. Geography explores the relationship between Earth and its people.

Geography stimulates curiosity and imagination and we can aim to build upon the child's 'Personal Geography' by developing geographical skills, understanding and knowledge through studying places and themes.

The Nature and 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, understanding of maps, and arrange of investigative and problem-solving skills both inside and outside the classroom.

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.

Aims for teaching and learning Geography

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
- At Key stage 1 Pupils should develop knowledge about the world, 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.

Planning

- Long and medium terms plans will be informed by the National Curriculum programmes of Study for Geography and taught through a Cornerstones topic ensuring all skills are met through the school year.
- **Foundation Stage:** teachers will include geographical skills throughout their curriculum planning. As the foundation stage curriculum is cross curricular this will appear in many areas of learning, but primarily through the teaching of knowledge and understanding of the world. They will use the agreed FS format. (see EYFS policy)
- **KS1 and KS2** teachers will use the school's agreed format for short term planning. This is linked to Awe and Wonder planning and geography will also be taught through Cornerstones topics.

Continuity and progression

At Key stage 1, pupils should develop knowledge about the world, 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.

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 knowledge, understanding and skills to enhance their locational and place knowledge.

As pupils progress through the school the units of work they encounter include higher level geographical skills. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the National Curriculum.

Teaching and Learning Styles

Key features of Geography teaching at Corporation Road include opportunities to engage pupils in well planned tasks which make use of a range of resources including

field work. Real places are used as a framework for the teaching of skills and or themes. Geography is taught through a range of teaching methods to accommodate different learning styles. Through a topic approach; Geography is taught more often, creating links for children.

Progression

Corporation Road ensures progression in Geography through the following means:

- An increase in breadth of study-extension of content, places, themes and environments.
- An increase of depth study development of ideas and concepts and understanding of increasingly abstract processes, patterns and relationships.
- An increase in spatial scale of study e.g. from immediate surrounding to wider locality.
- A continuing development of skills e.g. more demanding map work and enquiry.
- Increasing opportunities for children to examine issues including environmental ones.
- Increasing opportunities to develop greater appreciation and understanding of people's attitudes and decisions.

Equal Opportunities

Where particular pupils have learning and assessment requirements which must be addressed in order to overcome barriers to learning, for example as a result of disability or linked to the pupils progress in learning English as a additional language teachers will take account of these requirements by; making provision where necessary to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment in both classroom and field work activities. Where, because of visual or multi sensory impairment or mobility difficulties pupils are unable to gain learning of the wider world teachers will help pupils to observe and gain understanding about geographical features and the environment.

ICT

The use of ICT is an integral part of Geography teaching at Corporation Road, it is used to:

- Enhance their Geographical skills
- Assist all aspects of geographical enquiry e.g. data collection/presentation etc.
- Provide a range of information sources to enhance geographical knowledge
- Support the development of their understanding of geographical patterns and processes e.g. simulations
- Provide access to images of people, places and environments
- Contribute to pupils' awareness of the impact of ICT on the changing world.