# Elworth C of E Primary School



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# Geography Policy

| Date:  | October 2023 |
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| Review Cycle:  | 2 Yearly |
| Reviewed By:  | Mrs Melinda Morgan |
| Approved By:  | Mrs S. Buckley  |
| Next review date:  | October 2025 |
| Nominated Governor: | Stephen Parker-Aiken |

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**Mission Statement**

At Elworth CE Primary school we believe in the Church of England's vision for education which is 'Deeply Christian, Serving the Common Good.' Education should enable children to flourish and reach their full God given potential. To do this fully we need to develop children's characters so that they not only succeed academically but flourish in life skills. This is the basis of Character education; a concept of lifelong learning where pupils live out the virtues they encounter and learn to take their place as active global citizens. Our hope is that every child will become courageous advocates for change. We aspire that all our children are a blessing beyond the school walls, beyond their families, beyond their local community, as global citizens. To achieve this the children and adults at Elworth embark on an exciting and adventurous journey together joining in with God's redemptive work in the world and learn to be advocates for change.

At Elworth we create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of diversity within modern Britain. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

**Intent:**

Here at Elworth, Geography should inspire curiosity and a fascination for the diversity of people, places, resources and environments of the world God has created; equip pupils with knowledge about the world and skills to explore its human and physical features, so that they may become custodians of its future; and ingrain a passion for sustainability through an understanding of how our world provides for us in different areas of our lives, but that these resources are limited.

Geography is the study of places. It explores the relationships and connections between the world and its people. It studies the physical and human features of the earth and the processes, systems and inter-relationships that create and influence them. It examines how people affect, manage and sustain their environment.

Geographical enquiry helps children to learn about their immediate surroundings and the broader world, and how the environment can affect their lives, present problems and help shape decision-making. The study of geography helps children to develop a sense of identity and promotes responsible citizenship.

## Aims

Geography at Elworth CE Primary School aims:-

**EYFS:**

* To develop awareness of the local environment and to learn to use appropriate vocabulary to describe observations and express opinions.
* To raise awareness of other environments through stories, visits, photographs, ICT and artefacts.

**KS1**:

* 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 evaluate man-made changes to the environment.

**KS2:**

* 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.
* To study human and physical characteristics of places which change over key periods in time and which are linked to topics of study.

## Implementation

Termly themed plans have been devised in order to provide a framework for the Geography taught within our school. The New National Curriculum provides further guidance by outlining the knowledge, skills and understanding which should be highlighted within each Key Stage. The National Curriculum website provides guidance as to Attainment expectations for each year group. The Geography taught in EYFS is governed by the Early Years Foundation Stage document.

The whole school plan aims to ensure progression and continuity in the knowledge and skills of Geography. Making links between aspects of Geography studied is of great importance, enabling children to build upon previous skills and experience.

A cross-curricular, enquiry-based approach has been adopted to enrich the teaching of key skills in Geography whilst developing a keen interest in the subject. Key skills in Maths and English should be promoted through Geography and evidenced in the children’s outcomes. Opportunities to develop children’s skills in computing, particularly with digital mapping, should be encouraged in each unit of work in meaningful ways, building on skills from prior learning.

**Teaching and Learning**

The use of a variety of enriching teaching approaches and of resources is encouraged through:-

* Teacher presentations, role play and story-telling.
* Question and answer sessions, discussions and debates about topical issues.
* Individual and group research and presentations.
* Photographs, pictures, maps and globes.
* ICT, through the use of Google Apps for Education, interactive white board and internet resources, DVDs, TV, IPads and other visual and audio resources.
* Fieldwork, visitors and visits to places of geographical interest including the local area.
* Special events devoted to issues such as water, Fairtrade, education, Black History Month, freedom and other rights.
* Enquiry based learning where pupils become Geography detectives.
* WOW days to inspire fascination for the topic.

Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge. A creative approach to the geography curriculum by both teachers and children is encouraged. Links are made between Geography, History, Citizenship, Literacy, Science, Technology and other curriculum areas wherever possible. A cross-curricular / combined approach is followed by each year group, encouraging a rich humanities curriculum, as well as providing a more creative, enjoyable approach to teaching and learning.

### Equal Opportunities and Race Equality Policy

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of Geography.

During the study of other places, similarities and differences between the lifestyles of others and that of our own are drawn, and negative or purely stereotypical or exotic images are challenged.

Children are made aware that decisions and processes in one locality may affect and are affected by decisions and processes in other localities.

Care is taken to present both sides of a debate clearly and fairly when discussing issues over land use or physical and economic development.

During the study of economic development, children are made aware of underlying inequalities in power, influence, benefits and advantages, both physical and economic. Children from a variety of ethnic backgrounds have an important part to play in developing a respect for those who live in other places. Their families’ experiences are valued and included in our curriculum whenever possible.

**Health and safety**

Fieldwork and site visits are an important part of Geographical work and school health and safety guidelines will be adhered to at all times.

**Impact**

Children at Elworth love Geography and using their skills in outdoor learning. They have a good understanding of the world around them and some of the challenges there are to keeping our planet healthy for the future. They are aware that there is a level of inequality in the world that they can help to change and help those that are less fortunate. Pupils know some of the Sustainable Development Goals and why they are important. They understand that they as Global Citizens have responsibility for God’s creation, to look after it and be custodians of its future.

**Assessment**

During the planning stage, clear learning objectives are set based on the National Curriculum expectations. The curriculum coordinator collects examples of children’s work to provide information on the acquisition of skills and how these develop/progress across the key stages. Work is displayed in school to show the development of some key skills. The use of Arbor for Assessment in Geography is currently being explored to assess the children’s understanding and retention of “sticky knowledge” within their phase. These assessments should then be used in the planning stages of the next phase to ensure children have the building blocks for their next stage of learning.

**Roles and responsibilities**

It is the role of the Geography co-ordinator, under the guidance of the Head teacher:

* To organise Geography within the curriculum and to ensure progression and development.
* To assist with and monitor planning and quality of delivery within the curriculum.
* To keep abreast of developments within Geography and carry out INSET when required.
* To monitor and update resources in line with a given budget.
* To ensure that teaching and learning is being carried out consistently across year groups.
* To seize opportunities to heighten the profile of Geography in the school.
* To deliver an assessment resource for teachers to track progress across each Key Stage.
* To provide support to colleagues so that the teaching and learning is consistent throughout the school.