

THE MEADOWS PRIMARY SCHOOL

Policy for Geography

Geography is about giving children a 'curiosity and fascination about the world and its people that will remain with them for the rest of their lives.' (*National Curriculum*)

Geography is, in the broadest sense, an education for life and for living. Learning through geography – whether gained through formal learning or experientially through travel, fieldwork and expeditions – helps us all to be more socially and environmentally sensitive, better informed, and more responsible as citizens and employees. (*Royal Geographical Society, 2020*)

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Children study their local area and contrasting places in the United Kingdom, Europe and other parts of the world. The study of the local area forms an important part of the geography taught at our school and activities are planned to build upon the children's knowledge and understanding of the local area.

At the Meadows Primary School, we believe in a cross-curricular approach to learning Geography thus enabling all children to achieve and experience success.

We aim to inspire children's curiosity, interest and 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.

By the time pupil's leave the Meadows Primary School we hope that we have stimulated a real love and genuine interest in Geography and will have equipped them with all the necessary Geographical skills to develop their love for Geography further into secondary school and beyond.

Aims

The aims of Geography are:-

- 1 To foster a love and enthusiasm for the learning of Geography.
- 2 To develop children's curiosity in the world around them, allowing them to take some responsibility for their own learning.
- 3 To help children build up a bank of geographical knowledge and understanding of their locality, the United Kingdom and the wider world which will help them to come to some understanding about how global events and other cultures have an influence on their lives and the world around them.
- 4 To equip each child with the necessary geographical skills so that they think as a geographer.
- 5 To promote children's ability to have an empathy with people from other cultures and to develop a sense of what it means to be a 'global citizen.'
- 6 To develop children's geographical understanding and competence in specific geographical skills. To learn about geographical events and important events around the world.

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- 7 To help children acquire and develop skills and confidence to undertake, investigation, problem solving and decision making and to equip them with the tools to help them decide how to present their findings and conclusions in the most appropriate way.
- 8 To develop a sense of responsibility and respect for our school grounds, earth, its people and its resources and to become aware that the world extends beyond the pupils' own environment.

Guidelines

- 1 By giving children access to stimulating and inspiring lessons, to create and foster a sense of wonder about the world.
- 2 Allowing children to take responsibility for their own learning in Geography will ensure that they are curious and interested in what they are learning. Geography topics will begin by finding out what the children already know and what they would like to find out about.
- 3 We have used the National Curriculum (2014) to ensure coverage and have used this document to create exciting and cross-curricular topics for each year group that will teach the children about their local area, the United Kingdom and the wider world. There will be a focus on developing a respect for, and an interest in people throughout the world regardless of culture, race and religion.
- 4 By developing the children's geographical skills, through collecting and analysing data and communicating findings, using drawings, interpreting maps, diagrams, globes, aerial photographs, accessing digital mapping and geographical information systems, we are equipping each child with skills to think as a geographer would.
- 5 Children will be encouraged to have an awareness of the changing world, so that they will want to look after their immediate environment the Earth and its resources and think about how it can be improved and sustained.
- 6 Children will be encouraged to draw upon all their geographical knowledge and understanding about their locality, their country and the wider world and share their findings with their teacher and fellow peers.
- 7 By encouraging our children to feel a sense of responsibility for their school grounds and how they are taken care of, and to also take this level of care out into the local community beyond our school.

Teaching and Learning Style

We believe in a real 'hands on' approach to the teaching of Geography, aiming to bring Geography 'to life' through the use of visits and visits from experts. We believe having access to real geographical activities, e.g. research of a local environmental problem is a highly effective tool for teaching Geography. For each topic, we aim to have either an appropriate off-site visit or visitor into school that will enhance the children's learning in the area of study. Use of the internet to investigate a current issue is another powerful tool to aid the teaching of geography especially for worldwide issues.

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Geography Curriculum Planning and Cross-Curricular links

At The Meadows Primary School, we believe it is important to build a geographical curriculum that builds a curiosity for learning to help them to know more, remember more and understand more. Children follow the 2014 National Curriculum for Geography which sees them undertake a broad and balanced programme.

The geography curriculum is split into four strands which are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Teachers lift objectives directly from our medium-term topic plans into their weekly plan and from there, plan exciting lessons for the children. These topics are planned with opportunities for cross-curricular links included and sometimes Geography will be taught through other subjects e.g. music, art, ICT, DT etc.

Use of ICT

Children have the opportunity to find out about geographical events and world topics through the use of ICT. 'Digimap for Schools' is an intuitive, easy-to-use online resource, providing access to OS mapping of Great Britain, at a variety of scales. Children can also use internet research and are encouraged to present their geographical knowledge in a range of ways, including through the use of ICT e.g. PowerPoint presentation, video etc.

Teaching Geography children with Special Educational Needs

We teach Geography to all children and ensure that work is appropriately differentiated for children with Special Education Needs or that they receive a different level of support with their work. Often teachers will ask teaching assistants to go through relevant word banks to pre-teach Special Educational Needs children prior to a topic. Tasks can be broken down into small steps, giving children achievable goals. In addition, as we believe in a cross-curricular approach to teaching Geography, all children including those with Special Educational Needs are able to show their understanding in other subject areas too e.g. art or music.

Resources

Resources for teaching the key concepts and skills of Geography are stored in school. There are a selection of information books, pictures, photos, atlases, maps and compasses. The children have access to 'Digimaps for Schools', which provides them with digital access to modern day and historic maps as well as detailed aerial imagery to enable the teaching of geography. Additionally, teachers have access to a range of resources available on the Geographical Association website. The school environment and its locality are also valuable resources in the children's geographical learning.

Assessment

Children are assessed in Geography through teachers' daily lessons and their evaluations. At the beginning of a topic, class knowledge and understanding of a topic will be assessed and again at the end of the topic in order to assess the progress made. Assessment will be undertaken using observation, talking to pupils, marking written work and self-assessment.