
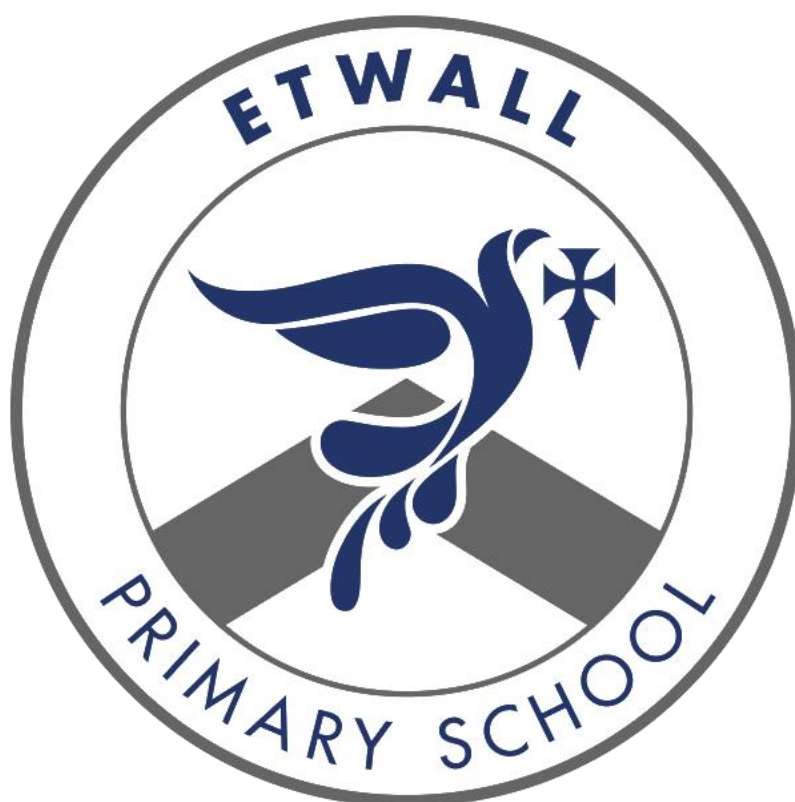


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This policy has been reviewed on 25/08/2021 and has been impact assessed in the light of all other school policies and the Equality Act 2010.			

Geography Policy



At Etwall Primary School we believe that everyone should be included and that there is equality of opportunity for everyone, regardless of race, gender, ability, disability and social factors. This policy is intended to be inclusive of all in the school and wider school community.

Etwall Primary School

Geography Policy

Introduction:

This policy outlines the teaching, organisation and management of geography taught and learnt at Etwall Primary School.

We use the National Curriculum as the basis of our curriculum planning in geography. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge and we build progression so that the children are challenged as they move up through the school. We plan on a two year rotation cycle in KS1 and KS2. By doing so we ensure that children have complete rotation of the National Curriculum without repeating topics.

Our Aims:

Through our teaching of geography we aim to:

- stimulate pupils' interest in and curiosity about their surroundings,
- increase their knowledge and understanding of the changing world,
- increase pupils' knowledge of other cultures and, in doing so, teach a respect and understanding of what it means to be a good citizen in a multi-cultural country,
- allow children to gain graphic skills, including how to use, draw and interpret maps,
- encourage pupils to ask questions and propose solutions to environmental problems at a local, regional and global level,
- foster a sense of responsibility for the earth and its resources,
- encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.

Through Geography we can also:

- improve pupils' skills in English writing and reading, Maths and Computing,
- develop pupils' thinking skills,
- promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues,
- develop pupils as responsible citizens.

Learning and Teaching:

Learning and Teaching in geography will be in line with the school's ***Learning and Teaching Policy***, where provision is made for all learning styles.

1. The geography curriculum is taught through topics which are set out in the two year cycle for each key stage. We use objectives from the National Curriculum and from the Learning Challenge Curriculum, taking account of the new National Curriculum (2014), created by the Focus Education team.

2. The mode of working in geography is a mix of class teaching, cooperative groups and individual work.

- a) Groups are usually of mixed ability and are encouraged to communicate their findings in a variety of ways.

b) Fieldwork is a purposeful and integral part of the curriculum.

3. Geographical work is recognised in a general classroom display. Relevant vocabulary is displayed to support technical writing and a timeline will support children's understanding of a chronological framework. Geography work is also recognised in communicating the results of geographical enquiry to the whole class.

4. In each Key Stage we enrich the curriculum and give children the opportunity visit places of geographical interest, such as our local area and Dovedale. We invite visitors in to school to talk to the children. We also enhance children's learning by planning outdoor learning activities within the school grounds.

5. We teach geography in reception classes as an integral part of the curriculum area 'Understanding the World'. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Geography makes a significant contribution to the ELG objectives of developing a child's understanding about people, communities and the world, through activities such as collecting postcards from different places, singing songs from around the world, and investigating what makes a 'good' playground.

6. Knowledge Organisers are used to support the children with relevant vocabulary they will learn and use and to share the 'sticky knowledge' they will gain through the topic.

When teaching geography we:

- always explain what we want pupils to know, understand and be able to do through the geography they are about to do,
- often use a key question and a WOW activity to direct pupils' thinking / enquiry,
- vary the resources and activities to ensure each pupil can learn effectively,
- use starters and plenaries to ensure pupils fully understand what they are learning, how they learn and how well they are progressing.

Entitlement

Geography is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study.

All pupils are entitled to access the geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Fieldwork may have to be adapted to individual requirements.

To assess pupils' progress in geography we:

- Gather evidence of what individual pupils know, understand and can do in geography by observing them at work, listening to and discussing with them, and evaluating any work they produce. This could be in the form of displays, work in books and photographs.
- We report annually to parents on how well the pupil has achieved.

Last Reviewed: Nov 2021