

## Geography Subject Policy

At Pinchmill Primary School Geography is a valued part of the National Curriculum because it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people and stimulates children's curiosity and imagination. We aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.

We will encourage children to learn by experience through fieldwork and practical activities. Our intent is that the Geography element of our school curriculum will inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our objective is to ensure that there is progression of geography skills across the school which enables children to develop their and practice their skills.

### **Characteristics of effective learners in Geography:**

At Pinchmill Primary School we aim to develop pupils' curiosity, knowledge and understanding of the world around them. They key characteristics are:

- A knowledge of where places are and what they are like
- An understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated
- A wide variety of geographical knowledge and vocabulary
- The ability to ask questions
- The ability to explain findings
- Fieldwork and other geographical skills and techniques
- A sense of curiosity to find out about the world and the people who live there
- The ability to express opinions, based on their knowledge and understanding about society and the environment

### **Intent**

Develop geographical knowledge and understanding of places in the world.

- Develop a sense of identity through learning about our local area, the UK, Europe and other parts of the world.
- Know and understand environmental problems at a local, regional and global level.
- Develop a variety of geographical skills including mapping and research skills etc. and develop their geographical vocabulary
- Formulate appropriate questions, develop research skills (collect, analyse and communicate data) and evaluate material to inform opinions
- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives
- Equip pupils with 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
- Acquire Geographical knowledge, understanding and skills

## **Implementation**

At Pinchmill Primary Geography may be taught as a discreet subject. We have a 2-year rolling programme due to mixed classes and links are made to the National curriculum. We aim to deliver a knowledge rich, sequential Geography curriculum and teach all the children the necessary skills needed and progress on throughout the school.

## **Nursery and EYFS**

By the end of Reception children should be able to:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

## **Key Stage 1**

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

## **Key Stage 2**

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

## **Spiritual, moral, social and cultural development**

**Spiritual development:** Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

**Moral development:** Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

**Social development:** Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

**Cultural development:** By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity

## **Impact**

At Pinchmill Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

## **ICT in Geography**

ICT will be used in various ways to support teaching and motivate pupils' learning. ICT involves the computer and audio visuals, DVDs and digital map referencing software. Laptops and iPads may be used to enhance lessons and enable children to find information off the Internet and other programs to support their learning.

## **SEND and Inclusion**

We ensure that all pupils irrespective of their ability have access to the Geography curriculum. The whole school policy on equal opportunities will be adhered to in geography activities. Every child should be given the opportunity to access the curriculum exploring a range of starting points for practical work. Through our teaching, we provide learning opportunities for all pupils that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's individual needs. To reflect the diversity of our society, we ensure that pupils have access to artefacts and resources from a range of gender, ethnic backgrounds and cultures.