



**EVERY CHILD MATTERS ACADEMY TRUST**  
**WELLGATE PRIMARY SCHOOL**  
**Geography Policy**

*The terms Trust and School (and levels within e.g. governors and trustees) are interchangeable and apply to all schools within the Trust*

## **1 Policy statement**

This policy document sets out our school's aims, principles and strategies for the delivery of Geography. It will form the basis for the development of Geography in our school.

## **2 Aims**

The overall aim of the Geography policy is to ensure that the children are taught Geography effectively so that their knowledge, understanding and awareness of their immediate, local and global environment is enhanced.

We aim to:

- To meet the requirements of National Curriculum 2000 as fully as possible and enable all children to achieve the highest possible standards;
- Teach the children geographical skills and to use the appropriate vocabulary;
- Ensure the children gain direct experience through practical activities and fieldwork;
- Use ICT to help in geographical investigations;
- Teach geographical knowledge and understanding about their home area, country and other parts of the world;
- Develop in the children a strong interest in their own surroundings and the world as the home of mankind;
- Introduce children to the concept of land formations, rivers, erosion, weather systems, climates, etc. and how they affect each other;
- Develop the awareness of how places fit within a wider geographical context and are interdependent;
- Develop their awareness that physical and human processes cause changes in places and environments;
- Foster in children an appreciation of other people's cultures, attitudes and values;
- Stimulate children to want to care for their environment.

## **3 Delivering the Geography Curriculum**

In accordance with the Foundation Goals and the National Curriculum children are taught to:

- Undertake geographical enquiry
- Develop decision making skills
- Identify and describe where places are
- The location of places and environments
- How to recognize how places are linked to other places in the world
- To recognise and explain patterns made by individual physical and human features in the environment
- To recognise some physical and human processes and explain how these can cause changes in places and environments



- To recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of lives
- To recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement
- Study a range of localities – local, regional and national
- Study a range of places and environments in different parts of the world – UK and European Union
- Carry out fieldwork investigations outside the classroom.

Through these areas of study we aim to provide children with opportunities to:

- Express their own views about people, places and environments
- Understand the views of other people in relation to topical geographical issues
- Make observations about where things are located and about other features in the environment
- Gain first-hand experience of physical and human features
- Consider how and why people may seek to manage environments in a sustainable way
- Address the issue of environmental change
- Undertake a localities study – locally, regionally, nationally and the wider world
- Carry out fieldwork investigations
- Study a variety of localities through a wide range of resources, including ICT
- Read and draw maps and plans of real and imaginary places
- Collect and record evidence through books, travel brochures, computer programs, etc.
- analyse evidence, draw conclusions and communicate their findings

#### **4 Implementing Geography**

Geography is taught through specific cross-curricular topics that facilitate the delivery of the National Curriculum and the Foundation Goals relating to Geography. In KS1 and KS2 they are taken from the QCA Scheme of work for Geography (appendix 1)

##### **Primary Resources are produced at the time**

A variety of approaches are taken that allow children to work individually, in groups and as a whole class. Every opportunity is taken to make use of a wide range of primary resources, including:

- Illustrations, maps and photographs.
- Data records
- Newspaper articles and factual accounts.
- Visits to localities and areas of geographical interest.
- Visitors discussing geographical issues.

##### **Secondary Resources are produced after the event**

These are supported by use of secondary sources, including:

- ICT-based resources
- Books
- Models
- Radio and television programs
- Role-play



Children are encouraged to share their ideas and opinions in order to clarify thoughts and develop understanding. Activities are recorded in a variety of ways.

From F2 children are encouraged to record in the majority of their lessons after discussion, first hand experiences, etc. Recording could make links with genres taught in Literacy. It could be a storyboard, a diagram, or a non-chronological report. The use of worksheets is discouraged.

Teaching staff are familiar with the requirements of the Foundation Goals and the National Curriculum, and continue to attend appropriate courses and meetings regarding Geography.

## **5 Links with other Curricular Areas**

The primary focus of geography lessons should be the development of children's geographical knowledge and understanding. However, geography lessons also provide many opportunities for cross-curricular learning.

### **English**

Geography lessons can provide valuable opportunities to reinforce literacy skills and apply them in different contexts. Reading and writing are essential for the process of finding out about and communicating an understanding of geography. Speaking and listening skills, such as discussion and drama can be effective vehicles for exploring different viewpoints and perspectives on geographical topics. New subjects and materials provide opportunities to extend and develop vocabulary.

Different genres of writing can be applied to different areas of study in geography, to reinforce literacy skills and to investigate geography e.g. non-chronological reports to gain an understanding about rivers, discussions about building a new school.

### **ICT**

A range of ICT-based resources can be used to enhance geographical learning. For example, radio and television broadcasts, CD-ROMS, databases and the Internet. Such resources can enhance skills of geographical enquiry and provide access to a range of information sources. They can support the collection and analysis of data, and help to develop understanding of geographical patterns and processes.

### **History**

Geography has strong links with history, particularly in the study of societies and civilizations. The Geographical context gives an insight into how and why civilizations have developed in certain ways, and the links between different societies and cultures.

### **Other subjects**

Specific opportunities for links with other subjects, notably, Art, DT, RE, Music and PE.

## **6 Equal Opportunities**

We believe that it is important for all children to experience the range of geographical activities, regardless of race, gender, special needs, disability, cultural diversity or social background. A flexible teaching approach allows teachers to permit equal access to historical learning and children are encouraged to consider changes within the context of



their own personal experiences. The contribution of every child is encouraged and valued. We will use examples from our geographical studies to recognise and challenge inequalities and stereotypes.

## **7 Differentiation**

It is the policy of Wellgate Primary School to meet the needs of every child. Differentiated activities enable children to work at their own level and realise individual potential. Using the level descriptors the teacher can track back or forward in levels and set appropriate tasks.

The National Curriculum programmes of study set out what most pupils should be taught at each key stage, but teachers should deliver the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge; skills and understanding from earlier or later key stages so that individual children can make progress.

## **8 Special Educational Needs**

Curriculum planning and assessment for pupils with special educational needs will take account of the type and extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirement for curriculum access will be met through greater differentiation of tasks and materials consistent with school-based intervention as set out in the SEN Code of Practice. Teachers will take specific action to provide access to learning for pupils with special educational needs by:

- Providing for pupils who need help with communication, language and literacy
- Planning, where necessary, to develop pupils' understanding through the use of senses and experiences
- Planning for pupils' full participation in learning
- Help pupils to manage their behaviour, to take part in learning effectively and safely
- Help individuals to manage their emotions and to take part in learning.

## **9 Assessment**

Geography is assessed against the Foundation Goals and the National Curriculum attainment targets. These assessments provide the basis for making judgements for reporting to parents and providing information for transition. The National Curriculum attainment targets have been broken down into levels 1 – 5 in the 5 different areas of geography (see appendix).

Examples of work, including photographs, are kept in a portfolio demonstrating the different levels. The portfolio will also include examples of planning from each year group.

## **10 The Role of the Co-coordinator**

The coordinator will:

- Lead the development of geography throughout the school
- Monitor the planning and teaching of geography, ensuring continuity and progression throughout school
- Provide guidance to individual members of staff
- Keep up to date with local and national developments in geography and disseminate relevant information



- Order stock linked to the planned units of work
- Be responsible for the organization and maintenance of Geography resources
- Coordinate displays of Geography work
- Review and maintain the Geography portfolio
- Review the Geography Policy.

<b>Reviewed By</b>	<b>V.Rich</b>	<b>Date</b>	<b>1/12/17</b>
<b>Endorsed By</b>	<b>C. Robinson</b>	<b>Date</b>	<b>18/3/19</b>
<b>Approved By</b>	<b>C.Egginton</b>	<b>Date</b>	<b>19/3/19</b>

**Next Review Date- March 2022**

### **Overview of Geography Topics**

### **Appendix 1**

<b>Yr. 1</b>	Around our school Making our school safer Barnaby Bear.
<b>Yr. 2</b>	An Island Home Going to the seaside Contrasting Localities
<b>Yr. 3</b>	Investigating the local area Weather around the world Connecting around the world How do we spend our spare time?
<b>Yr. 4</b>	Improving our environment How can we improve the area we see from our window? Village Settlers A village in India
<b>Yr. 5</b>	High street traffic Local Traffic - an environmental issue Contrasting UK locality The mountain environment Connecting to the world
<b>Yr. 6</b>	Water (revise Water Cycle) Investigating rivers Investigating coasts What's in the news?