

Errington Primary School



Geography Policy

2021-2022

Errington Primary School - Geographical Science Policy.

What is Geography?

Geography is the study of places and the physical process and human activities which shape these places and affect the people who live in them.

Geographical enquiry helps children to learn about their immediate environment, the broader world and how the environment can affect their lives and determine decision making.

The study of geography helps children develop a sense of identity - through learning about the UK and its relationship with Europe and the rest of the world.

Curriculum

The National Curriculum 2014 requires that the program of work for each key stage be taught to all or most pupils, allowing for differentiation.

Through personalised teaching and individual investigation pupils will be encouraged to communicate their knowledge and ideas in a variety of ways.

Where possible, cross-curricular links will be made, for example the mathematical aspects of directional language and the report writing of field studies.

Framework for the Teaching of Geography.

Aims:

The study of geography should enable pupils:

- a. to develop an interest in their own surroundings and in the world
- b. to appreciate the variety of physical and human conditions on the earth
- c. to understand what it means to live in one place rather than another
- c. to develop a range of skills and understanding necessary to interpret geographical information and to carry out geographical enquiry(ies)
- d. to construct a framework of knowledge and understanding about their home area, their own country and other parts of the world

Objectives:

Pupils should investigate their own environment – classroom, school grounds, local area, etc.

They should study some aspects of life and conditions in contrasting localities in Britain and abroad, through cultural, racial, socio-economic studies, counteracting cultural stereotyping and prejudice.

They should understand changes in their own locality and other localities and appreciate that human decisions influence these changes.

They should become familiar with a variety of maps, plans (real and imaginary), with photographs, including aerial shots (including satellite imagery), to identify features and relationships and to interpret the information.

Focus

During Key Stage One pupils investigate their local area and a contrasting area in the UK or abroad, finding out about the environment in both areas and the people who live there. They carry out geographical enquiry inside and outside the classroom.

During Key Stage Two pupils investigate a variety of people, places and environments at different scales in the UK and abroad and start to make links with different places in the world. They find out how people affect the environment and how people are affected by it.

All children do this by asking geographical questions about people, places and environments and use geographical skills and resources such as maps, atlases, aerial photographs, satellite imagery and ICT.

Teaching and Learning

Teaching should ensure that geographical enquiry and skills are used when developing knowledge and understanding of places, patterns, processes and environmental change and sustainable development.

Schemes of work should reflect the local area and environment, current issues (Local, national and global), through the use of resources and guidance from the Local Authority, Government and within school.

Geographical Studies & Skills to be Developed

Suggested areas of study for each year group can be found within the Key Stage coverage documents:

- ***Geographical enquiry and skills:***

Key Stage One	Key Stage Two
• ask geographical questions	○ ask geographical questions
• observe and record	○ collect and record evidence
• express their own views about people, places and environments	○ analyse evidence and draw conclusions ○ indentify and explain different views that people, including themselves, hold about topical geographical issues
• communicate in different ways	○ communicate in ways appropriate to the task and audience
• use geographical vocabulary	○ to use appropriate geographical vocabulary
• use fieldwork skills	○ to use appropriate fieldwork techniques and instruments
• use globes, maps and plans	○ use atlases, globes, maps and plans at a range of scales
• use secondary sources of information (including ICT)	○ use secondary sources of information, including aerial photography and satellite imagery
• make maps and plans	○ to draw plans and maps at a range of scales
• ask geographical questions	○ to use ICT to help in geographical investigations
	○ to use decision making skills

- ***Knowledge and understanding of places***
- ***Knowledge and understanding of patterns and processes***
- ***Knowledge and understanding of environmental change and sustainable development***

Equality and Inclusion

Errington Primary School aims to ensure that equality and inclusion are at the fore-front of teaching and learning throughout the curriculum. This comes under the three broad headings of:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A fully expanded explanation of these three principles can be found in the National curriculum document for geography. More information can be found in the specific Errington Primary School Equality and Inclusion Policy.

Assessment

Formative assessment will be used by teachers in line with the year group expectations, coverage document. Focussed marking of work will be carried out, considering the pupil's use of geographical enquiry, vocabulary and skills that are specifically linked to the learning objectives, rather than the content of lessons.

Summative assessment will form part of the annual report to parents, informing them of their child's progress. It will be in the form of a judgement made by the class teacher regarding whether a pupil is: Working towards year group expectations.

Resources

Within Errington Primary School there are numerous physical resources, including globes, maps, atlases and ICT software which can be used to enhance the teaching and learning of this subject. The Geography Subject Leader and Senior Leadership Team are available to share expertise and will facilitate the use of these resources.

(These resources are updated on a regular basis)

GLOBAL LEARNING / CITERZENSHIP:

Global learning will be taught through PSHE, History, British Values and Geography. It aims to develop pupils understanding of the global society and deepen knowledge of current and historical issues. Learning will be theme based, focussed half-termly on one of UNICEFS Global goals for sustainable development <https://www.globalgoals.org/> and the UN Convention for Human Rights . <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/> .

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