



Milton Road Primary School

Geography Policy

Introduction

A deep understanding of Geography is fundamental to a child's development as an actively engaged global citizen. It chimes with the MRPS intent which is to enable children to be 'happy and healthy today, fulfilled tomorrow, able to make their world an even better place.' To this end, the primary intent of the Geography curriculum is to inspire a 'curiosity and fascination about the world and its people.' It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the interaction between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure.

Aims and Objectives

The aims of geography are:

- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a global society;
- to allow children to develop graphicacy, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.
- To develop the vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to develop the skills of the geographer in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Teaching and Learning Style

Our Geography curriculum is underpinned by a focus on our 6 key values of:

Respect Responsibility Kindness Creativity Curiosity Confidence

The exciting and engaging content promotes curiosity and confidence as children develop the skills to enquire and discover more about the world in which they live. Undertaking fieldwork teaches children the necessity of teamwork as they learn to follow a process with their peers. It also encourages them to develop respect and responsibility for each other and for the planet through careful use of resources.

Furthermore, a developing understanding of the world encourages children to develop understanding of different societies and the lives of others.

Geography lessons include the following elements: **Review** of previously learned material; **Introduction** of new material; an opportunity to **practice** and apply new concepts and skills and an **evaluation** of learning. Within this structure, we use a variety of teaching and learning styles. We believe in whole class teaching methods and combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. Wherever possible, we involve the children in 'real' geographical activities. We provide suitable learning opportunities for children of all abilities and stages of development by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of varying difficulty, enabling all children to work to their full potential;
- providing a range of challenges using different resources;
- using teaching assistants to support the work of individual children or groups of children.

Geography Curriculum Planning

The national curriculum scheme of work for geography is the basis for planning but we have adapted the national scheme to the local circumstances of our school. Our curriculum planning is in three phases (long-term, medium-term and short-term). The MRPS geography provision is closely aligned with History and both subjects are rooted within our local environment and heritage. This makes learning meaningful and immediately relevant and delivery of the curriculum more manageable. We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Early Years Foundation Stage (EYFS)

We teach geography in the EYFS as an integral part of the topic work covered during the year, relating the geographical aspects of the children's work to the objectives set out in the Early Learning Goals. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world and enables development of the prerequisite skills for learning Geography at KS1.

Geography and Inclusion

At our school we teach geography to all children, whatever their ability, so that they have the opportunity to learn, progress and demonstrate achievement relative to their own level of development and understanding. We aim to meet the needs of those pupils with special educational needs, those with disabilities, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Assessment

Teachers assess children's work in geography by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning targets for the lesson and from the national curriculum. This allows the teacher to make termly assessments of attainment and progress for each child.

Resources

We have resources and equipment in our school to be able to teach all the geography units from the national curriculum. We have a good supply of geography topic books and access to a wide a range of educational websites to support children's learning.

Fieldwork

We believe that Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. All children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site and beyond.

Monitoring and Review (The role of the subject leader)

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Review

This policy will be reviewed at least every two years

Date: July 2022