

## **Geography Policy Brookside Primary School 2022**

Update 2022 by Alan Gambles

### **Statement of Intent**

At Brookside Primary School, we aim to provide the children across all three key stages with a broad and balanced Geography curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved by asking - What is this place like? Why is this place like it is?

How is this place connected to other places? How is this place changing?  
What does it feel like to be in this place?

### **Implementation**

We teach the National Curriculum, supported by a clear knowledge and skills progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children

The Geography Curriculum will develop Location Knowledge, Place Knowledge, Identify Change in Human and Physical Geography and Geographical skills.

**In Foundation Stage 2**, children develop the crucial knowledge, skills and understanding to help them to make sense of the world in one of the six areas of learning: "Knowledge and Understanding of the World."

**During key stage 1** Pupils will contrast local areas of our Country with a small area from a non European Country. They will learn basic geographical vocabulary. They ask geographical questions about people, places and environments. They use geographical maps, atlases and to undertake simple fieldwork.

**During key stage 2** Pupils investigate beyond their local environment contrasting areas of the United Kingdom with Europe, North and South America

They find out how people affect the environment and how they are affected by it. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

## **Impact**

The implementation of this curriculum will ensure that, when children leave Brookside Primary School that pupils have

- developed their knowledge and understanding of significant places and the human and physical processes which shape such places.
- understand how people affect the environment and are influenced by it.
- developed their geographical skills including map work, fieldwork and ICT as well as the vocabulary necessary to carry out effective geographical enquiry.
- developed research skills and interpreted information such as aerial photographs, maps,
- developed their interest and enjoyment of geographical experiences through school trips
- Communicated Geographical information through a variety of ways, such as presenting data, field sketches and written non chronological reports

## **Planning**

- In order to ensure the aims of the National Curriculum are met the subject leader will support teachers in their topic planning
- Work will be differentiated for all pupils to ensure all pupils can access the Geography curriculum.

## **Assessment**

Book scrutiny each term

Lesson observations

Planning observations

Pupil voice - Talking to children (sticky knowledge)

Work towards yearly end points in knowledge and skills

## **Every Child Matters.**

Brookside School is committed to ensuring all children's rights, as listed under the Every Child Matters agenda, are met within History. It is a subject which all should be able to "enjoy and achieve". Careful planning will ensure how lessons can be learnt from the past, of people who have made a "positive contribution". Meaningful discussions, a by - product of History based work can embed every child's understanding of civilizations which achieved "economic well being". Visits will be organized, with awareness of the key principles of "staying safe" and "being healthy," along the County's and Brookside's School's health & safety guidelines. Every child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.