



Guyhirn Church of England Primary School & Pre-school

Member of the Diocese of Ely Multi Academy Trust

This policy was ratified in:	February 2016
Reviewed:	March 2019, 2021, 2023, 2025
To be reviewed:	March 2027

Geography Policy

Our Vision

Agape – To live, to learn, to love together

Through our Christian values we aim to inspire all of our school community to show equality and tolerance to all in a safe, challenging environment.

Developing resilient, aspirational and compassionate individuals who are enthused by all faiths and lifestyles showing faith and belief in one another.

“Live in agreement with one another. Do not be proud but ready to mix with everyone. Do not think yourself better than others.” - Romans 12:16

“An intelligent heart acquires knowledge, and the ear of the wise seeks it out.” - Proverbs 18:15

“Love the Lord your God, and love your neighbour as yourselves.” - Matthew 22:37

Our Values

We are a small, family centered Church of England Primary School that is committed to promoting our Christian values of Thankfulness, Compassion, Creativity, Peace, Hope, Endurance, Forgiveness, Tolerance, Kindness, Respect, Trust and Friendship each linked with the core value of Love.

We are determined to create an inclusive culture of learning where everyone will be challenged in their thinking, to succeed to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning at Guyhirn CoE Primary School. It was developed in consideration of the demands of the 2014 Curriculum.

What is Geography?

Geography is the study of real places at different scales and of how the people living there are influenced by and affect the environment of those places. Geography explores the relationship between earth and its people. Geography studies the location of the physical and human features of the earth and the processes, systems and interrelations that create and influence them. The character of places, the subject's central focus derives from the interaction of people and environment.

Broad Aims of Geography

- To stimulate pupil's interest in the world around them and to foster a sense of wonder at the world around them
- To help pupils develop an informed concern for the quality of the environment
- To enhance pupil's sense of responsibility for the care of the earth and its people
- To develop a range of skills to interpret geographical information and to carry out geographical enquiry

Aims of Geography

- To study the location of places
- To look at physical systems
- To explore human and physical processes and patterns
- To develop a sense of place
- To explore the relationships between people and their environment
- To look at changes to places, spaces and the environment and the consequence of these changes
- To appreciate cultural and economic diversity
- To investigate issues and concerns
- To develop enquiry skills

Principles of the Teaching and Learning of Geography

The PKC Geography curriculum is knowledge rich. This means the knowledge children will gain has been carefully specified, ordered coherently and builds over time. As children work through our geography curriculum they will know more, understand more about the world around them. A good geographical understanding relies on firm foundations of knowledge and skills. The skills our curriculum develops, like the knowledge, are specified, ordered coherently and progress over time. This curriculum structure helps pupils to deepen their understanding of physical and human geographical processes, fostering curiosity and fascination for the world we live in.

Approaching primary geography with a knowledge rich focus means that the knowledge children will be taught has been identified, in each year group, in each unit and in each lesson. As children work through the curriculum they will know more and understand more about

their local area, the UK, Europe and the World. This rigorous approach, covering and going beyond the requirements of the National Curriculum, leaves nothing to chance, building geographical knowledge and understanding in a way that builds on children's prior knowledge, allowing them to make meaningful connections and gain an understanding of how our world is connected.

The Foundation Stage

We teach geography in EYFS as an integral part of the topic work covered during the year. We relate the geography side of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five.

Teaching Methods

The individual teacher should determine how the curriculum should be delivered in the classroom. Teaching styles and classes vary and what may be appropriate in one situation may not necessarily work in another. The range of teaching methods to meet the different abilities of pupils will include:

- Knowledge/instructions given by the teacher
- Questions and answers
- Creative activities e.g. model making Individual and group enquiry Use of books, maps, atlases, ICT, videos and audiotapes
- Fieldwork
- Drama activities

Pupils will work within a class group, cooperatively in small groups or individually.

Geographical studies should be enquiry based and teachers should facilitate this. An enquiry may include:

- Asking a question
- Collecting relevant data from primary and secondary sources
- Analysing and interpreting data
- Presenting findings
- Drawing conclusions and evaluating them

Fieldwork in the environment is a core component of the geography curriculum.

Cross Curricular Links

Whenever possible and appropriate cross curricular links should be identified. The theme 'Rivers' for example, lends itself to work on the water cycle in the Science curriculum, writing river poems in English, exploring river movements in Dance lessons etc.

Computing Links

Computing is a resource, which is planned for and used in geography for:

- Written work
- Illustrations
- Handling information
- Directional work

- Research

Geography provides many opportunities to use computing skills including email, videos, visualisers, CD ROMs, World Wide Web, digital cameras, DVDs and interactive whiteboards. Through using these opportunities pupils will develop and apply their computing capability in the study of geography.

Special Educational Needs

Pupils with special needs will have the same geography entitlement as any other pupils.

Teachers need to ensure that the curriculum meets the needs of all the pupils.

Differentiation is the process of planning and teaching in ways which give all children the opportunity to show what they know, understand and can do. There are a number of strategies for differentiation:

- Differentiation by outcome or result
- Differentiation by a carefully scaffolded sequence of activities
- Differentiation by recording
- Differentiation through questioning

Equal Opportunities

All children will be given access to geography irrespective of race, gender, creed and level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of Geography.

Assessment and Recording

Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a PowerPoint presentation based on their investigation, e.g. of voyages of discovery. At the start of every unit, the children will participate in a pre-assessment task to demonstrate what knowledge they already have. Within lessons, teachers will assess children's work by making informal judgements. Written or verbal feedback is given to the child to help guide his or her progress following the marking and feedback policy with live, in the moment marking. This gives instant feedback to children as they work. Teachers then update an end of unit assessment sheet stating who did or did not meet the learning intention for the lesson alongside what steps will be taken to ensure that those who have not met the intention will. At the end of a whole unit, the children complete an end of unit assessment based on their learning throughout the unit.

Subject Coordinators role

The subject coordinators will:

- Take the lead in policy development
- Take the lead in implementing the curriculum topics to ensure progression and continuity across the school
- Support colleagues in the development of detailed plans and the implementation of the units of work
- Support colleagues in assessment and record keeping activities
- Monitor progress in geography and advise the Head Teacher on action needed

- Take responsibility for the purchase and organisation of central resources
- Keep up to date with developments in geography education and disseminate information to colleagues as appropriate
- Promote positive geographical information

Health and Safety

Fieldwork is particularly important in geography, be it a day trip or residential. When planning a visit, teachers must complete a risk assessment and be aware of the school emergency procedures for trips and Local Authority's policies on visits and excursions within and outside the local area.

We must:

- Relate the objectives of the trip directly to the objectives of the unit being studied
- Observe Local Authority guidelines

Monitoring & Review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. They are also responsible for ensuring CPD is current and shared with all staff. The subject leader will review samples of children's work, visiting classes and observing displays

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