



***Our vision is to be a school where everyone can achieve and “let their light shine” both individually and collectively as a community.
Learning to love each other as Jesus loved us, respecting each other and growing into the people God has called us to be.***

Geography Policy 2019

Introduction

At Horwich Parish CE Primary School we are committed to providing all children with learning opportunities to engage in Geography. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

Rationale

At Horwich Parish CE Primary, we believe a high-quality geography education should inspire in pupils a curiosity and fascination about our world and its relationship with its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their appreciation and understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected, changed and evolved over time.

Aims

- To make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- To extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the World.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world around them and to respect other peoples beliefs, attitudes and values.
- To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To develop interest and enjoyment of geographical experiences and build confidence and understanding.
- To recognise and understand issues concerning the environment and sustainable development.

Curriculum

At Horwich Parish CE Primary, Geographical work undertaken within the school has been carefully organised to provide breadth and depth of knowledge and understanding as well as developing a range of skills, concepts, attitudes and methods of working. It also takes account of abilities, aptitudes and physical, emotional and intellectual development. The development throughout the two key stages will build on children's previous work to ensure continuity.

Geography is taught through a topic approach. Our long term and medium term plans map out the themes covered each year for each key stage. These plans show how the Geography National Curriculum is covered across the key stages and how the four strands: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork develop and progress through the years.

Early Years

Geography is taught in Reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the Knowledge and Understanding of the World objectives set out in the Early Years curriculum which underpin

the planning for children aged three to five. Geography makes a significant contribution to developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a small area in a contrasting non-European country, finding out about the human and physical geography in both areas including weather and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiries inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad (e.g. the rainforest, Antarctica, Arctic and France) and start to make links between different places in the world. They find out how people affect the environment (e.g. ocean pollution) and how they are affected by it (e.g. tourism in locations studied). Pupils carry out geographical enquiries inside and outside the classroom (e.g. river studies and comparing Horwich to Blackpool). In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, Digimap etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

Teaching and Learning

At Horwich Parish CE Primary, we use a variety of teaching and learning styles in our Geography lessons. We use whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions.

We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, video and aerial photographs, and we enable them to use ICT in Geography lessons where this serves to enhance their learning, for example, through Digimap.

Children take part in role-play and discussions and then present reports to the rest of the class. Children learn about other places through reading stories with settings in different places and in different landscapes. They make outside visits. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities.

Education for Sustainable Development and Global Citizenship

At Horwich Parish CE Primary, we recognise that Education for Sustainable Development and Global Citizenship prepares children for life in the 21st Century. ESDGC needs to be embedded into the curriculum and all aspects of school life, helping to create an ethos of responsibility on the local, national and global scale.

At our school, Geography contributes to learners' understanding of ESDGC as they work in contexts that allow them to make decisions based on the values that underpin society, helping them become active and informed citizens. They are encouraged to be enterprising and innovative in their decision making, whilst having regard for sustainability and environmental issues in the 21st Century.

Skills include:

- Children show their knowledge, skills and understanding in studies at a local scale.
- They express views on the environment of a locality and recognize how people affect the environment.
- They use this information and their own observations to help them ask and respond to questions about places and environments.
- They recognize how people seek to improve and sustain environments.

- They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them.
- They recognise how people try to manage environments sustainably.

Resources

At Horwich Parish CE Primary, we have a range of resources including maps, atlases, globes, books, posters and interactive boards to access the internet as a class. We order in project topic books from the school library system. Fieldwork is planned to enhance learning which can be linked with local experts e.g. Rivington Groundwork Team. Many geography resources are stored in the particular classes where they will be needed that year for ease of access. Within budget restraints, resources are audited annually by the co-ordinator and reviewed through discussion with teachers in order to renew and update resources that will complement and enhance the delivery of the curriculum.

Health and Safety

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe. So any visit will be well organised and provide a stimulating and valuable experience. The pupils will prepare well for the visit and, on their return, use the experience to good effect in the classroom. All children taking part in any out of school visits or fieldwork will have to have parental consent. The teacher will ensure adequate supervision is organised for all field work and the proper risk assessment paperwork provided and approved by the school bursar

In addition, children are taught:

- Safe practices in the field and how to achieve them.
- How to use equipment in accordance with health and safety guidelines.
- To behave considerably and responsibly, showing respect for other people and their environment whilst on trips outside the classroom.

Assessment and Recording

At Horwich Parish CE Primary, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and ensure progress is being made. Feedback is given to the children as soon as possible and marking work will be guided by the school's marking policy. At the end of each geography topic, the class teacher makes a summary judgement of the work for children and considers whether the child is working towards, age related or greater depth plus SEN and pupil premium children are also identified.

SEN

All children have the right to access the Geography curriculum. Where necessary the Geography curriculum may need to be adapted for some pupils. The school will do their very best to ensure that the SEN pupils access as much of the curriculum as is possible.

Children at Greater Depth

Children working at greater depth will be identified as part of our formative and/or summative assessment procedures. Geography provides excellent opportunities to enhance the learning of these pupils through the development of higher order thinking skills, analysis and interpretation.

Equal Opportunities

At Horwich Parish CE Primary all children will be given equal access to Geography irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of Geography.

Monitoring and Evaluation

To monitor and evaluate Geography the co-ordinator does the following:

- Carries out pupil interviews, work and planning scrutinies at intervals throughout the school year to ensure progression and continuity
- Supports teachers via co-planning, team teaching, observing and giving feedback.
- In phase and staff meetings introduces new resources and monitors use
- To analyse and act upon the teacher assessment records at the end of each geography topic

- Reviews resource provision.
- Keep abreast of developments in Geography education and media usage
- Works co-operatively with the SENCO.
- Discusses regularly with the Head teacher the progress with implementing this policy in the school.

Sam Hiller May 2019