



**Rudston Primary School**

**Geography Policy**

**Date: October 2020**

**Subject Lead: Mr J Clarke**

**This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.**

**Approved by Governors:**

**Review:**

## **Our Mission Statement:**

To develop a love of learning,  
enabling all children to reach their full  
potential.

\* Respect \* Resilience \*  
\* Responsibility \* Enjoyment \*  
\* Challenge \*

## **Safeguarding Statement:**

“Rudston Primary School is  
committed to safeguarding and  
promoting the welfare of children and  
young people and expects all staff  
and volunteers to share this  
commitment.”

# **Geography Policy**

**2020**

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# Geography Policy

## Introduction

This document deals with the teaching of geography in relation to the National Curriculum 2014 Programmes of Study. It has been written after consultation with colleagues throughout the school.

## 1. Curriculum Statement

### 1.1. Intent

- At Rudston Primary we are fully committed to providing a geography curriculum that provides curiosity and fascination in the world and its people.
- Through our geography curriculum we aim to develop a responsibility for both the natural and human environments whilst respecting the diverse people, places and resources of our Earth. Children develop the knowledge about how the structure of the world and the challenges it faces due to both human and physical interactions.
- There are opportunities for children to explore locational and place knowledge and understand the geographical importance of Liverpool and how it has changed over time. Children leave Rudston Primary School with the ability to question and challenge whilst articulating geographical issues with confidence.

### 1.2. Implementation

In order to deliver our curriculum in Geography:

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Geography is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school.

The school's own context is also considered, with opportunities for visits to places of interest and learning outside the classroom also identified and embedded in practice.

Planning is informed by and aligned with the National Curriculum. Teachers' cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

### **1.3. Impact**

- Outcomes in learning challenge books evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study, pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

### **2. Curriculum Planning**

- **Curriculum Entitlement** - Children will be taught a range of knowledge and skills in both Key stage 1 and Key stage 2. Both key stages will focus on Locational knowledge, Place knowledge, Human & Physical geography, Geographical skills and fieldwork.
- **Foundation Stage** - We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects 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. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through Early Learning Goal 13 'People and the Communities' and Early Learning Goal 14 'The World'.
- **Key Stage One** - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
- **Key Stage Two** - Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### **3. Differentiation and Equal Opportunities**

In line with our school's SEND & Inclusion Policy, all pupils irrespective of race, gender and disability, should be allowed to achieve the level of success and self-esteem they deserve. Equal opportunity will be reflected in tasks, outcomes and grouping situations, allowing each child to progress at his / her own level. Teacher and peer support will enable all children to reach their potential.

## **4. Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. It is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and the monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge and key skill development of each topic being evidenced through the outcomes).
- Use of O Track to assess individual children's progress against the end of year expectations for geography.
- The geography subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in geography for each age group in the school.

## **5. Cross Curricular Links**

Opportunities are used to encourage children to use their Geography knowledge and skills over all areas.

- Geography contributes significantly to the teaching of English by actively promoting the skills of reading, writing, speaking and listening and working with number. Where possible teachers choose texts that have geographical features and link to Learning Challenge topics. Children develop S&L skills through discussing questions or presenting their findings to the rest of the class. They develop their writing ability by composing pieces of work such as reports and letters.
- Geography teaching contributes to the teaching of mathematics by providing opportunities to use numbers when developing a sense of 4 & 8 figures through activities such as exploring grid references. Children learn to interpret information presented in graphical or diagrammatic form, for example, analysing population statistics.
- Geography teaching makes links with technology by researching using the Internet and presenting information using various platforms. Children have the opportunity to use iPads to conduct research, as well as record and use photographic images.

## **6. Co-ordination**

The coordinator's responsibilities are:

- To ensure a high profile of the subject.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that the key knowledge and, where applicable, key skills, are evidenced in outcomes (alongside and as supported by SLT).
- To monitor planning and oversee the teaching of geography.
- To lead further improvement in (and development of) the subject, as informed by an effective overview of the subject.
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the geography curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum.
- To ensure that approaches are informed by and in line with current identified good practices and pedagogy and to attend regular opportunities for CPD.

## **7. Policy Review**

This policy was written by J Clarke, in October 2020, and was reviewed by the governors on xxx. The policy will be reviewed by October 2022.

## **Covid-19**

Due to the ongoing pandemic, there should be consideration of planned activities and resources required, referring to the risk assessment. Teachers may consider using outdoor and larger spaces to ensure that they can work around the class and support effectively. Following the risk assessment, Geography resources should be sanitized and quarantined for a period of 48 hours.