

Blanford Mere Nursery & Primary School



Geography Policy

Date adopted by governors
April 2021
To be reviewed
April 2024

GEOGRAPHY POLICY

Article 13: *You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.*

Article 17: *You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.*

Article 24: *You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.*

Article 28: *You have the right to a good quality education.*

Article 29: *Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*

Our Rationale for Teaching Geography

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and 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 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 and change over time. This policy reflects the school's aims, principles and strategies in relation to the teaching and learning of Geography at Blanford Mere Primary School.

Aims for the teaching of Geography

Our aims in teaching Geography are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- 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 multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Our aims take into consideration the UNICEF European articles on Rights and Respecting in schools.

Teaching and Learning

Children are taught Geography as part of the creative curriculum and Geography is taught in accordance with the topic studied. In planning geographical work, teachers are mindful of the ways in which pupils learn. The teaching of Geography reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions.

Our Curriculum is carefully planned over a two year cycle to engage and excite all our learners. Our plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

The Foundation Stage

Geography makes a significant contribution to the Early learning Goals of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a 'good' playground.

Contribution of Geography to teaching in other curriculum areas

English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in English are geographical in nature. For example, in Key Stage 1 we use the Katie Morag. At Key Stage 2 we organise debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

Mathematics

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children use graphs to explore, analyse and illustrate a variety of data.

Computing

Children use computers in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. We also offer children the opportunity to use the digital camera to record and use photographic images.

Personal, social and health education (PSHE) and Right Respecting Schools (RRSA)

Geography contributes significantly to the teaching of personal, social and health education. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people recycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. Geography in our school promotes the concept of positive citizenship.

Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography and Global Learning. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

Equal Opportunities & Inclusion

Geography is a right for all children and no child is discriminated against on the grounds of race, gender, religion or disability.

We teach Geography to all children, whatever their ability. We provide learning opportunities that are matched to the needs of the children.

Assessment and recording

We assess the children's work in geography by making informal judgements as we observe the children during lessons. We mark each piece of work using the marking policy and given feedback to the children. We use teacher assessments to assess the progress of the child, and to pass information on to the next teacher at the end of the year.

The geography subject leader keeps samples of the children's work in a portfolio.

Resources

The geography equipment is stored centrally and should be returned there when not in use. New stocks of consumables are re-ordered by the geography co-ordinator when requested by staff. Children are taught to work with due care and attention, learning to use and look after equipment safely and effectively.

Health and safety

It is important that health and safety issues should be taken into account at all times when carrying out any geographical work. The classroom should be well organised and children should be guided to work safely. Any fieldwork should be risk assessed and organised with the appropriate supervision levels. Staff should carry out a pre-visit for any out of school activities.

Monitoring and review

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. The geography subject leader monitors planning and children's work. They also carry out pupil interviews.

Remote Learning

Remote learning for Geography will be shared with families when they are absent due to the Covid related reasons.

Remote learning will not be available to those who are ill with a non-Covid related illness and would not normally attend school, or to those children whose parents choose to keep them at home when they have not been advised to do so. This is because children need to be in school and, in line with Government guidance, the school will strongly promote face-to-face contact through school attendance.

Work will NOT be set on the first day of isolation to allow staff time to prepare. Work will be sent from the second day onwards. Staff will prepare work the day before it is set and will ensure that it is published the following morning.

- A child who has a member of their household, who has tested positive for Covid-19 and are not permitted to attend school because they have been in close contact and have been advised to self-isolate;
- A child's whole bubble or identified pupils who is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- A child unable to attend school due to a local or national lockdown

April 2021

To be reviewed April 2024