



**Work Together
Love to Learn
Reach for the Stars!**

NEWPORT PRIMARY SCHOOL
GEOGRAPHY POLICY

Signed:

Name: Mr Jimmy Sykes

Position: Chair of Governors

Signed:

Name: Ms Deborah O'Connell

Position: Headteacher

Core Principles:-

At Newport Primary School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Newport Primary enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives

Aims:-

- ❑ To stimulate children's interest in their own environment and that of other people around the world.
- ❑ To make children aware of the variety of physical features and human lifestyles around the world.
- ❑ To help children understand how the local environment can affect people's lives.
- ❑ To make children aware that our actions can, in turn, affect our environment and not just at a local level.
- ❑ To develop the skills to carry out geographical enquiry and to interpret geographical information.
- ❑ To make strong, meaningful links with other curriculum areas.

Objectives:-

The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Newport and also to their further education and beyond. Developing a healthy respect for their wider environment is critical and understanding the unique Geography of our village (particularly with the canal and quarries) and how this has helped shape the village over time and historical implications is fundamental in understanding their home and respecting it. We pride ourselves on our creative learning environment and classroom displays as well as our practical based work in the school and village grounds, on trips and on residential.

Organisation

A separate document lists the areas to be covered across our 2 year planning cycle (medium term plan).

EYFS

Pupils geography work focuses on the introduction of a sense of place in our locality and lives of others around the world. We follow the EYFS Profile and Development Matters guidance for Understanding the World, we then teach this through thematic links. Children are encouraged to develop investigative skills through provision and small scale field studies.

KS1

Pupils investigate their local area and contrasting localities. They begin to learn about the environment and the people who live in these places. They carry out geographical enquiry, asking questions about people, places and environments. They develop geographical skills and use maps and photographs. Geography teaching is integrated into topics studied on a two year cycle as detailed in the school's Medium Term Plans for Geography.

KS2

Pupils investigate a variety of people, places and environments at **different scales** and begin to make links between different places in the World. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry and in doing so ask questions about people, places and environments. They continue to develop geographical skills and use resources such as atlases, maps of varying scales, photographs of different types and the internet. Geography is taught to class groups through a two yearly cycle of study units as outlined in the Medium Term Plans for the school.

We have recently clarified our coverage as follows:

From Chestnut Class (Year 3) will concentrate on UK locations.

Maple class (Year 4) on the rest of Europe.

Willow class (Year 5) on the rest of the World.

Teaching and Learning Strategies

We have given great consideration to the curriculum and how the thematic links work ensuring progression throughout each year. At the beginning of each geography theme, children are able to convey what they know already as well as what they would like to find out, ask questions and drive some of their independent learning. This informs the planning and also ensures that lessons are relevant to the child and their own starting point.

Technical vocabulary is interwoven into the teaching and is age appropriate and children develop a great understanding using a mixture of different teaching strategies and practical tasks.

Teaching methods are varied, but may include discussion, presentations, visits and visitors, ICT and fieldwork.

Creative and dynamic teachers are confident in planning extensive opportunities for learning outside the classroom and this is embedded in everyone's practice. Regular visits, trips and residentials and walks in our local area ensure that we fully utilise every opportunity or experience to achieve the desired outcomes.

Differentiation and SEND

Great consideration is given to how to nurture some learners whilst providing challenges for the greater depth learners, and layered learning objectives so all children can be challenged.

Differentiation will primarily be an open ended task, or the provision of material from earlier or later key stages, or by outcome to enable individual pupils to progress and demonstrate achievement.

Assessment

Assessment before the start of a study unit (often in the form of a mind map) provides the teacher with a starting point as well as areas of interest to the children. Medium term plans detail where pupils will be able to direct their own geographical enquiry. Work is assessed at the end of each study unit using the 'I can' statements and in discussion with the children.

Reporting

Geography progress is reported on the Summer term written report and at parent/teacher interviews each term.

Links with Other Subjects

When each class covers a Geography unit some Literacy lesson writing is linked to the study unit; this will include a variety of genres of writing such as :- Description, Narrative, Poetry, Report, Recount, Sequencing, Diary entry, Play scripts, Interviews and Persuasive writing.

The class text for the term may also be linked to the geography topic where this is possible eg. Penguin in Peril is used in Cherry class to enrich a topic on aerial views and mapping. Links are also made with other areas of the curriculum where appropriate. History and ICT seem to lend themselves particularly well.

The Role of the Co-ordinator

- ☐ To monitor the school curriculum planning, delivery and achievements in Geography.
- ☐ To monitor appropriate assessment arrangements.
- ☐ To keep up to date with recent curriculum innovations and relevant research and advise colleagues appropriately.
- ☐ To attend relevant INSET courses.
- ☐ To co-ordinate the purchase and borrowing of geography resources and be responsible for their organisation,
- ☐ To support colleagues as appropriate.

Resources

Resource Boxes include material for the topic to be taught. These include new books, atlases, posters, photocopiable material and dvds.

Library Books are available from our own school collection and on loan from East Riding School Library Service.

Fieldwork Equipment eg compasses. This is kept centrally.

Visits, Visitors and Events Ideas

We believe that geography is an area of the curriculum that really comes alive through relevant visitors or visits.

We use our local area and environment wherever it is appropriate.

Geography themes also feature prominently in the planning for our residentials and rota days.

