

BREDHURST CHURCH OF ENGLAND (VC) PRIMARY SCHOOL

GEOGRAPHY POLICY

October 2021

(Review Date: October 2024)



BREDHURST VISION

To learn and grow through the guidance and love of God

OUR MISSION STATEMENT

At Bredhurst CE Primary we value diversity and promote equality of opportunity for all.

Religious education should enable every child to flourish and live life in all its fullness. (John 10:10)

It will help educate for dignity and respect, encouraging all to live well together.

OUR ETHOS

At Bredhurst, we aim to be proactive in helping each child to achieve the key elements to well-being in childhood and later life. These are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

OUR CORE VALUES

The 'Spirit of Bredhurst' encompasses our core Christian values

- **Self control**
- **Perseverance**
- **Inclusion**
- **Respect**
- **Inspiration**
- **Trust**

These are displayed in each classroom, the entrance, the hall and the playground and are referred to regularly in Worship and in class lessons.

This 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

Geography is the study of our physical and human environment through the processes which shape it and the people who live in it. It is a crucial subject to help pupils understand their links with, and effects on, the natural world and their links with other people in the wider world.

Our catchment area for pupils is wide so we encompass this by the end of Key Stage 2 as our local area. The village has limited facilities and so we also relate to the pupils' and staff's experience of access to services, such as hospitals and leisure facilities in nearby towns.

The implementation of this policy is the responsibility of all teaching staff.

AIMS

These are to assist pupils to:

- develop pupil's competence in specific geographical skills which enable them to find out about places
- develop a sense of place through knowing about the features and character of places, contrasts and relationships between places and how people live in them
- develop an understanding of the patterns and physical and human processes which enable us to make sense of places
- develop a sense of responsibility for the Earth and its resources through being concerned about environmental relationships and issues
- develop a sense of their own identity and place in the world, whilst appreciating the wonder which can be inspired by both natural and built environments.

OBJECTIVES

These identify how we intend to achieve the aims. They identify, through the teaching of the creative curriculum, what pupils will do in the classroom.

Continuity and progression

In Early Years children will be taught about their local community, alongside our year 1 children, with a focus on Understanding the World around them. They will make observations of changes in people and places and this learning will be presented to them as a mixture of teacher led and child initiated activity.

In Key Stage 1 pupils will develop their knowledge about the world with a specific focus of the United Kingdom and their locality. They will develop their vocabulary when describing human and physical geography and begin to use and enhance their first-hand observations. Children will be taught the seven continents and five oceans and be encouraged to compare a small area of a contrasting non-European country with that of the UK. They will develop their skills to monitor seasonal weather patterns and will be taught to identify name hot and cold countries of the world. They will begin to explore maps and atlas books and use simple directional language (N, S, E & W) to describe the position of places and features on a map. Children will experience using aerial photographs and from this devise a simple key to represent features.

In Key Stage 2 pupils will extend their knowledge of the local area to include Europe, North and South America. They will be taught to identify the position and significance of latitude, longitude, Equator and Northern and Southern Hemispheres. They will understand about geographical similarities and differences through the study of different countries and be able to talk about and compare climate zones and types of settlements. When using maps in Key Stage 2 pupils will be taught to identify and use the eight compass points as well as numerical grid references. They will be taught to observe, measure and record human and physical features of local places using a range of paper and technological resources.

To develop their competence in specific geographical skills which enable them to find out about places, pupils will:

- focus on geographical questions and carry out systematic geographical enquiries with an increasing degree of independence
- undertake fieldwork using a variety of skills, instruments and techniques
- make, use and interpret maps and plans at a variety of scales
- use plans, maps, atlases and globes to build a locational framework of the size and position of places and how they fit together
- use ICT as an information source and to assist in handling, sorting and presenting evidence
- find out about a variety of real people's lives through meeting and talking with them and through carefully chosen case studies, using video, text and/or photographs.

To develop a sense of place through knowing about the features and character of places, contrasts and relationships between places and how people live in them, pupils will:

- undertake studies of places and themes in localities and broader scales in different parts of the world
- visit a variety of places so that they may share first hand sensory experiences and language of what those places are like
- use a variety of up-to-date secondary sources which help them learn about the nature of a variety of other places they cannot visit.

To develop an understanding of the patterns and physical and human processes which enable us to make sense of places, pupils will:

- collect, sort and present data in diagrams and maps so that they can recognise and explain patterns and relationships within and between places
- find out about physical and human geographical processes through their first hand geographical enquiries, through direct teaching and through geographical written resources which both they and the teacher have chosen.

To develop a sense of responsibility for the Earth and its resources through being concerned about environmental relationships and issues, pupils will:

- undertake studies that focus on the way environmental, social and political issues have influenced the character of places and continue to influence the way places are changing
- engage in learning activities, for example role play, which explore the significance of people's beliefs, values and attitudes on the geography of the world in which they live
- focus on the importance of evidence when drawing conclusions about enquiries or arguing a point of view about an issue.

To develop a sense of their own identity and place in the world, whilst appreciating the wonder which can be inspired by both natural and built environments, pupils will:

- carry out geographical studies about the nature of familiar places to which they belong and about their own role within those places
- investigate the ways that they are connected and linked with other places and people, and the interdependence of peoples throughout the world
- engage in learning activities which reinforce the development of positive values and attitudes towards other people and towards the world on which they depend
- have the opportunity through visits and/or the use of visual materials to be amazed at the qualities of natural and human-influenced landscapes.

PRINCIPLES OF TEACHING AND LEARNING AND INCLUSION

EQUAL OPPORTUNITIES

We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability. We use materials for teaching, which avoid stereotyping, and bias, towards gender or role. We deal with such issues clearly and sensitively when they arise.

DIFFERENTIATION AND SPECIAL EDUCATIONAL NEEDS INCLUDING GIFTED AND TALENTED

We use a range of strategies to support and extend pupils. A few of these, particularly relevant to geography are:

- an adult to accompany pupils with aural or visual impairment on visits
- the use of large scale maps, always colour highlighted for pupils with particular special needs
- awareness of the problems colour keys provide for colour-blind pupils
- the use of several levels of difficulty of vocabulary in class lessons by the teacher e.g. areas of housing/ residential areas
- modified text passages as expected in other curriculum areas
- different levels of written or oral questions for pupils investigating photographic or other visual materials

- modified graphs, e.g. the use of ICT to graph data, axes provided and labeled.

For our able pupils we will expect:

- a greater range of resources to be used
- extension tasks to be provided that broaden their learning
- greater independence in working, e.g. a pupil to be able to carry out their own simple geographical enquiry by Year 6.

BREADTH AND BALANCE

Our scheme of work for geography is integrated into the creative curriculum. Each class will investigate at least one geographical based topic within a school year. Geography will be linked into other topics as well and taught through a variety of cross curricular ways. All of the National Curriculum programs of study are covered at least once in Key Stage 2 and at least twice in Key Stage 1. In the Early Years geography is developed through Understanding the World unit of the EYFS curriculum.

Some aspects of geography like weather measurement and atlas work related to topical issues will be ongoing as the need arises.

Geographical skills are identified in the topics and are the methodology for teaching and learning about the subject. For example, map skills are not taught in isolation but always relate to real places.

VARIETY

Pupils will be engaged in active learning based around the development of geographical enquiry and its related information finding and analysis skills, as expressed in our aims and objectives.

We want pupils to be able to:

- ask geographical questions
- collect data through fieldwork and/or classwork to help answer these
- process the data
- present what they find
- comment accurately or analyse their findings and reflect on them.

RELEVANCE

We use our pupils' own geographical experiences to involve and motivate them. We use topical events in a geographical way (e.g. holiday destinations, global or continental sporting or environmental events, natural disasters and people's response to them).

We motivate pupils to learn about other peoples and cultures through relating to children's lives, visiting adults and using artefacts.

CROSS CURRICULAR SKILLS AND LINKS

LITERACY

Geography is an excellent subject for promoting speaking and listening, reading and writing. Different styles of writing are promoted through geography. Children are encouraged to research information through the use of references books, CD ROMs and the Internet.

Topic words and geographical terms may be displayed and children are encouraged to use the correct vocabulary.

NUMERACY

The spatial dimension of map work is mathematical, through direction and locational work. Children are taught to collect data and plot a range of graphs.

ICT

ICT can be used for data handling, information retrieval and researching information on the Internet.

- Assessment, Recording and Reporting

Assessment of learning

At the end of each topic the children are assessed against the National Curriculum end of Key Stage level descriptors and this is recorded for use of tracking purposes by the class teacher and subject leader. The children are recorded as 'below', 'expected' or 'greater depth' and their progress is monitored annually.

Assessment for learning

In lessons teachers assess progress towards the learning objectives they have set the pupils and shared with them. They use their judgments to adjust future work. Children are also given the chance to self assess what they have learnt and reflect on their learning.

Promoting SMSC through Geography:

Spiritual

Integral to all geographical study is the development of knowledge and understanding of people and places. Through study units based on contrasting localities, our children will begin to get a sense of belonging, an identity and an understanding of their own place and value in the world. In addition, geography facilitates learning about similarities and differences between people of differing religious faiths and backgrounds and may provide opportunities for children to ask

questions about their own faith. Geography also makes children familiar with landscape of outstanding beauty and can provide opportunities for the appreciation of “wonders of nature.”

Moral

The study of different places and societies is central to geographical work. Through this, teachers are able to challenge children’s attitudes, thus dispelling prejudice, stereotyping and ignorance.

Geography can provide excellent opportunities for challenging sexism and racism by encouraging respect and tolerance of people’s differences.

Social

Geographical study must involve the use of enquiry techniques i.e. the asking of relevant questions about places, themes and issues. Our children will have opportunities to become involved in working as part of a group whilst collecting evidence and researching a topic. They have opportunities to their own opinions and will be required to respect the opinions of others. They may be encouraged to take part in a decision making activity and to prioritise changes which they consider necessary. All these aspects involve the development of social skills. Local studies, part of both Key Stage 1 and 2, will often reveal how the family and school fit into the wider community, thus providing the teacher with an opportunity for discussing the rights and duties of citizens.

Cultural

Our children are growing up in an increasingly interdependent world and in a multicultural society. Geographical study allows them to develop an appreciation and respect for cultural diversity and an understanding of what makes their own culture distinctive from, or similar to, other cultures. Links with children from cultures different from their own can provide an excellent resource base for geography when studying place or themes such as settlement and economic activity.

Health and Safety

Please refer to School Health and Safety Guidelines. Hazard perception is crucial for geography visits. We must walk our route or visit distant sites to assess potential hazards and plan how to deal with them. Pupil supervision guidance must be followed.

- Subject Leadership
- Planning and Developing the subject

The geography subject leader leads the maintenance and development of the subject.

The subject leader is responsible for assuring quality and standards in the subject by:

- taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas

The subject leader holds a budget for the subject, in line with the subject action plan and school development plan.

TEACHING AND LEARNING

The subject leader will monitor and evaluate pupils' work, teacher's planning, standards in Geography and (when the school development plan requires) classroom teaching

RESOURCES

Book resources and globes are stored in the library whilst teacher resources are located in resources room. General resources such as atlases are available in classrooms.