



Shiplake C of E School

Geography Policy

Intent

At Shiplake CofE Primary School, our intent is to provide a high-quality geography curriculum that inspires pupil's curiosity and fascination about the world, communities and our local environment. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills which are progressive throughout their time with us. Our topic approach ensures that these are transferrable to other curriculum areas, promoting pupils spiritual, moral, social and cultural development. Our local area provides ideal opportunities for investigation in woodlands, farmland and river environments. We seek to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Aims

Through our teaching of geography, we aim to provide opportunities for all children to:

- understand that geography is concerned with the study of places, the inter-relationships between the human and physical processes which shape them and the people who live in them
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- be competent in the geographical skills needed to:
 1. collect, analyse and communicate with a range of data
 2. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)



3. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- help pupils develop their own values and attitudes towards places and environments and to learn how they begin to influence change.

Objectives

Early Years:

Children in the Foundation stage will be working towards achieving the geography focussed Early Learning Goals. These are found within the foundation stage area of Understanding of the World. This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- begin to know about their own cultures and beliefs and those of other people;
- find out about the environment and talk about those features they like and dislike

At this level geographical skills and concepts will be taught through various topics which vary each year depending on the cohort's interest. The current topics are All about me/ Polar regions/rainforests/Grandparents and Parents (2020)

KS1:

During Key stage 1 pupils will have opportunities to develop their knowledge about the world, the United Kingdom and their locality, comparing this to a contrasting area in the world. They will be taught to 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.

They carry out geographical enquiry 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.

The Key Stage 1 Geography topics covered include:

- The UK/ The Local Area
- Weather
- Our World



- Africa

KS2:

Geography at KS2 will show progression from the work of KS1. By the end of the key stage, pupils will have investigated their own locality (at first hand) and a contrasting locality in the UK and in another country. They will begin to understand the nature of changes taking place in their own locality and the other areas studied and appreciate the interactions between people and their own environments. They will increase their understanding of how places are linked to the wider world, including Europe, North and South America. They will continue to develop their enquiry and investigation skills, using an increasing range of resources.

The Key Stage 2 topics covered will include:

Year 3

- Our local area
- Natural disasters

Year 4

- The UK – studies of rivers and mountains
- Comparisons of two European city

Year 5

- Geography of North and South America
- Biomes

Year 6

- Rivers and Coasts (Bude field trip)
- Environmental study (Local area)
- Trading

Visits and Field Work is seen as an important part of a pupil's entitlement. We use fieldwork to teach pupils to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. All fieldwork must meet the requirements as set out in the Health and Safety policy in relation to school visits.

Agreed approach to teaching and learning

- The work in geography throughout the school is planned to provide appropriate links with other subjects. In the KS1, it may be taught as part of an integrated topic. Geography at KS2 may be taught alongside other subjects as part of a broad theme or as a focused geography unit.
- At both Key Stages, geography makes a significant contribution to the development of *language, literacy and numeracy*. Where appropriate, pupils will be given



opportunities to use *information and communication technology*.

- A proportion of the work undertaken by pupils will have an *investigative/enquiry* approach. By studying primary and secondary evidence pupils will ask questions, analyse information and communicate their knowledge and understanding in a variety of ways.
- *Equal opportunities/special educational needs*: Throughout the planning stages we ensure that the geography curriculum is available to all pupils, with equal and appropriate access regardless of sex, race, faith or ability.
- Opportunities to assess pupils' progress are identified in the medium and short term planning and a range of evidence is used. The end of year reports gives a summary of pupils' achievements.

Assessment will be undertaken using the following methods: -

- observation of pupils
 - talking with pupils
 - marking written work
 - self-assessment
 - peer assessment
 - the evaluation of discussion
 - Knowledge organisers
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- Activities are created within units which will encourage pupils to reflect on their own *values and attitudes* in relation to a wider world e.g. the quality of an environment, improving public transport, reducing waste. These will include the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance. Whenever possible, material is chosen so that a range of multicultural and minority groups opinion is represented and accurately portrayed. We advocate co-operative work to enhance social skills.
 - Aspects of *cross-curricular themes*: Citizenship. P.S.H.E., Environmental and sustainability issues, industrial understanding etc. will be included where appropriate.
 - As teachers/adults, we must have an awareness of the messages or bias that we might unwittingly pass on either through our questioning /discussions or selected materials/resources.



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Role of the Curriculum Leader for Geography

- The geography curriculum leader is responsible for monitoring and supporting teaching staff with planning, teaching, assessment and further development of the subject. They are responsible for evaluating pupils' work and classroom teaching. They are also responsible for managing a budget. The curriculum leader reports to the Head teacher and board of governors.

Reviewed and updated : Nicki Boyd (Humanities Subject Leader) October 2020