

Blanford Mere
Primary School

Geography Policy

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Geography Co-ordinator

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 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

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 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.

Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

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 that all children:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

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

Principles of the Teaching and Learning of Geography

- The fundamental knowledge, skills and understanding of the subject are set out in the Programme of Study where they are presented under the headings of:
- **Locational knowledge**
- **Place knowledge**
- **Human and physical geography**
- **Geographical skills and fieldwork**

Attitudes:

- Encourage the development of positive attitudes to geography as an interesting and exciting part of the curriculum
- Building on our children's natural curiosity to find out about the World
- Encouraging open-mindedness, perseverance and responsibility
- Building our children's self-confidence, sense of achievement and to enable them to work independently
- Developing our children's social skills to work co-operatively with others
- Providing our children with an enjoyable experience of geography so that they will develop a deep and lasting interest and may be motivated to study geography further
- Appreciate the way geography will affect their future on a personal, national, and global level

Skills:

- Giving our children an understanding of geographical studies
- Helping our children to acquire practical geographical skills
- Ask and answer geographical questions
- Plan and carry out geographical field studies, using appropriate equipment correctly
- Developing the skills of investigating the environment, both physical and human
- Explaining and evaluating, presenting their work clearly and accurately
- Developing the use of geographical language, recording and techniques

- Enabling our children to become effective communicators of geographical ideas, facts and data

Knowledge and Understanding:

Children should:

- Be curious about things they observe, experience and explore the world about them with all of their senses
- Use this experience to develop their understanding of key geographical ideas and make links between different phenomena and experiences
- Begin to think about models to represent things they cannot directly experience

Language:

- Teachers need to be aware and use the correct geographical vocabulary at all times. Children need to be encouraged to understand and use the appropriate terminology. Key vocabulary should be shared with children at the start of a new topic and used throughout

Teaching and Learning

Geography is taught from Reception to Y6 either weekly or in blocks, discreetly or supported and enhanced through other curriculum areas by linking to topics. In Foundation stage, science is taught through Knowledge and Understanding of the World which begins to develop children's awareness of Geographical understanding and investigation.

As many children are taught in mixed year groups, a 2-year rolling programme is implemented in Key Stage 2. This allows progression and continuity, ensuring that new learning takes place and all the programmes of study have been addressed by the time the children have reached the end of the Key Stage.

Staff have been advised of the changes and new requirements as detailed in N.C. 2014.

Recording of work:

Geographical work is mainly recorded in topic books and Learning Journeys for Reception. Children have opportunities to present information in a variety of ways including drawings, diagrams, tables and charts, in speech and writing and on the computer.

Progression and Differentiation:

Activities and tasks are designed to follow through a planned scheme of work that allows children to develop concepts and to progress according to their ability. Activities are differentiated to match specific ability groups as necessary, providing appropriate challenge for all.

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. All staff are encouraged to make their resource needs known
- Children are taught to work with due care and attention, learning to use and look after equipment safely and effectively. Any losses or damaged equipment should be reported to the geography co-ordinator

Computing (IT)

- Children are given the opportunity to use Computing as a means of handling data, presenting information generated by geographical work and for carrying out individual research
- Staff have access to numerous websites and software installed on DGfL to support their planning, teaching and learning including resources etc accessed through the shared area

Evaluation

The geography policy of the school is reflected in our practice. This is monitored by the Geography Coordinator and is reviewed by the Staff, the Head Teacher, Governors and Geography Coordinator.

Role of the Geography Co-ordinator

- Support colleagues in their implementation of the National Curriculum.
- Support and advise colleagues with subject knowledge
- Take responsibility for the purchase and organisation of central resources
- Monitor the planning and teaching of Geography within the school and provide feedback to teachers
- Take appropriate steps to keep up-to-date with developments and pass on information to colleagues as appropriate
- Complete book trawls

- Ensure new members of staff understand how geography is taught at our school
- Provide training for staff where required to ensure good quality geography teaching remains through the school

Assessment

Assessment of a child's progress and understanding takes place in a number of ways.

- Evidence of children's work may be kept in the form of teacher's notes, children's drawings, plans, photographs, construction models, writing etc.
- Feedback to pupils about the progress in geography is achieved through the marking of work
- The science subject leader keeps samples of children's work in a Coordinator's File and uses these to demonstrate what the expected level of achievement is in science for each ability group in the school

Equal Opportunities & Inclusion

At Blanford Mere we endeavour to offer a broad and balanced curriculum for all pupils to achieve, including boys and girls, pupils with SEN, pupils with disabilities, Pupil Premium children, higher attainers including Gifted and Talented children, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

Healthy 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.