



Wootton-by-Woodstock CE Primary School

Policy Agreed: November 2019
Person Responsible: Valerie Lucas
To be reviewed: November 2022

Policy for Geography 2019

DEFINITION

Geography is a foundation subject of the National Curriculum. Foundation Stage children are introduced to Geography through the area of learning within the Early Years Foundation Stage Curriculum known as Understanding the World.

GEOGRAPHY

- Provokes and answers questions about the physical processes that formed the natural world and deepens understanding of how humans react with it.
- Can inspire children to think about their own place in the world, their values, attitudes and their rights and responsibilities to other people and the environment.
- Develops knowledge about diverse places, people, resources and natural and human environments

INTENT

To ensure that all pupils

- Develop contextual knowledge and understanding of marine and terrestrial places
- Understand the processes that give rise to physical and human geographical features in the world
- Become competent in skills needed to:
 - Conduct enquiry by collecting, analysing and communicating a range of data
 - Interpret a range of sources
- Communicate information in a variety of ways

IMPLEMENTATION

Curriculum

- Planning, teaching and learning is guided by Curriculum 2014 and the EYFS curriculum using the agreed school formats.

Teaching and Learning

- Maple and Willow study topics on a four year rolling cycle; objectives for all pupils are studied on a two year rolling. Links are made between the National framework, subject overviews and long term planning. Within the topics Geography may be taught as a discrete subject but, more usually, objectives will be met in a cross-curricular fashion within Curriculum 2014.
- Wherever possible geography is taught through first-hand experience and full use is made of the local environment, day trips and residential visits. An enquiry based approach to learning is undertaken. Teachers provide opportunities for pupils to practise geographical skills through all visits and experiences.
- Children are encouraged to consider the cultural, ethnic and social similarities and differences across the world.



- Information relating to other cultures is delivered from a balanced viewpoint.

Differentiation, Progression and Personalisation

We recognise that children will come to school with a variety of experiences and are therefore approached as individuals with their own experiences from which can be drawn starting points.

Differentiation and progression will be ensured by a variety of approaches:

- The same activity but different expectations of outcome
- The same theme but different levels of input
- Allowing for different pace of working
- Different groupings of children
- Appropriate amount of adult support
- Different activities

Target Tracker assessment statements are used to guide learning and track progression across the school.

ICT

Children and staff are encouraged to make full use of ICT resources. ICT is used to record, plot, design and store data. The internet may be used to access additional audio and visual information in support of topics.

ASSESSMENT

Children's geographical skills, understanding and progress are assessed orally on site and through their written work. Evidence may consist of observations, photographs, question and response or recorded enquiry. Reference should be made to the Assessment Policies. Assessments are recorded using Target Tracker and summative assessments then feed into Annual Reports to parents.

RESOURCES

- Geography medium term plans for EYFS, Maple, Willow and Ash.
- A list of geography resources is in the lead's file/on Sharepoint.
- Geography resources are replenished when the need is identified through planning

All the above can be found on the staff room resource shelf.

- We make use of local human resources (e.g. visiting speakers and adults with particular skills).
- We make use of physical and environmental resources (e.g. museum visits, field trips) and the local environment.

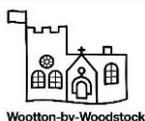
MANAGEMENT

There is a designated Geography lead to oversee the planning in the school. The lead is responsible for attending relevant training, informing the rest of the staff about new developments and, where appropriate, for organising (and providing) appropriate training. The lead advises colleagues with regard to resources to use in the classrooms and to aid planning. Resources are kept in the resource area and on the staff room shelf. These will be increased as finance and time allows, and reviewed periodically. The lead monitors curriculum delivery, scrutinises work and evaluates impact and learning by using data.

Monitoring and Evaluation

The school monitors and evaluates on a continuous basis through:

- Lesson observations and the quality of teaching
- Work sampling



- Moderation of Foundation subjects on a rolling programme
- The quality and effectiveness of long, medium and short term planning
- The quality and consistency of assessment and recording
- The quality of resources to support learning
- Target Tracker data

Equality and Access

- All teaching and learning opportunities are available to all irrespective of religion or belief, race, nationality, ethnicity, gender, sexual orientation, age, ability or disability, opinion or family background. Please see related policies for Equality, SEND and Inclusion.

HEALTH & SAFETY

Please see Health and Safety Policy

CONTINUING PROFESSIONAL DEVELOPMENT

Adults are given the opportunity to attend INSET and take part in other relevant projects that allow professional development to take place.

Adults are encouraged to develop a good understanding of the locally available resources, both human and physical.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL

The teaching of Geography will also enable the children to view the wider horizons of the world and the peoples in it, by developing their spiritual, moral, social and cultural awareness.

Spiritual: Understanding how things came about, and a sense of wonder about the earth's variety and order. To develop self awareness and relationships with other cultures and environments. Appreciation of natural features.

Moral: Developing moral responsibility to care for the environment. Awareness of misuse of the earth's resources and human responses e.g. recycling and deforestation.

Awareness of human exploitation e.g. child labour in developing countries

Social: Local studies to raise awareness of different homes, communities and family groupings and appreciating cultural differences (local, national and global).

Cultural: Study of people, especially children living in different countries and comparisons with our own cultural context. To discuss the way in which people have responded to universal problems.