

The Crescent Primary School Geography Policy

As a school we recognise each individual and their needs, this policy relates directly to UNICEF's Convention of the Rights of the child. The articles in particular 12,14,17,28,29 and 31. We also follow the Equality Act 2010 through a range of local and world-wide studies representing different cultures and countries.

Definition: Geography helps children to make sense of the world in which they live. This is achieved through the study of people and places, and the interaction between them.

Aims:

1. Develop the children's sense of purpose, responsibility and identity within their community.
2. To deal sensitively with issues, attitudes and values, helping the children to become aware of and taking part in the caring of the earth.
3. To understand the geography of people and places in their own and other cultures.
4. Develop children's understanding of the interaction between people and places. Pupil's own ethnicity and those of their families and communities are reflected in the Geography we teach.
5. To understand the processes that shapes our world, both human and physical.
6. To understand the layout and special patterns that affects our lives e.g. reoccurring events, i.e. day and night, the seasons.
7. The children will develop an understanding of the environment and sustainable development.

Objectives for Our School:

- To deliver the foundation stage steps and the statutory order for geography as stated in the National Curriculum.
- To give to the children their relevant, topical, meaningful and challenging entitlement, allowing for the progression, differentiation and differing teaching/learning styles.
- To develop the use of our school grounds to provide an educational environment all children can engage with.

Teaching and Learning:

- Promote, develop and extend the children's enquiry, problem solving, decision-making and investigational skills.
- Develop thinking and geographical detective skills.
- Understand and use appropriate geographical vocabulary, with increasing complexity.
- Support, develop and extend all areas of literacy (Reading, Writing and Speaking and Listening), Numeracy, information Communication Technology (ICT) and graphing skills.
- Diverse representation is embedded in the Geography curriculum. We use a range of images when learning about cultures and countries to avoid unconscious bias and challenge pupils' preconceptions and stereotypes about the developing world.

Subject Knowledge and Understanding:

- Promote direct interactions within the environment (experimental/unmediated learning outside) by developing field-working skills and techniques through the collection of primary data and information.
- Use and make maps of differing scales and types for different purposes, developing children's' spatial, directional and distance awareness.
- Use a range of secondary resources, e.g. story books, poems, visitors, maps, aerial photographs etc, to gather information and develop research skills.
- Promote SMSC (Social, Moral, Spiritual, Cultural) aspects of child development.
- Support citizenship and education for sustainable development.
- Investigate places across a range of sizes from their immediate locality to more distant localities, (from local-regional-country-world scale).
- Ensure that children can place places and see the connections between them.
- Investigate a wide range of geographical themes including settlements, rivers and the environment.
- Marginalised groups are taught using positive representations of global cultures to ensure a culture of inclusion and diversity.

Guidelines

Geography and sustainability - Considering our long term future children will be encouraged to reflect and act upon their role as citizens of the future. Emphasis will be on how our school can contribute to the sustainability of our planet, considering the importance of recycling.

Geography cross-curricular dimensions, skills and themes - Through locality studies the children will address equal opportunity, gender and multicultural dimensions, exploring their own attitudes and values. The children will develop their research, graphical skills, media and data handling, modelling and presentation skills. Geography also lends itself to subjects across the curriculum.

Enquiry Based Geography - Key questions used (for example, where is this place?) lend themselves to the understanding of geographical processes and places. Opportunities for practical investigation (field-work), exploration and expression/discussion of ideas and attitudes, will be given.

*See Hampshire guidelines when carrying out outdoor/offsite activities and the appropriate risk assessments should be completed and/or obtained.

Differentiation - Integrated into the planning of classroom activities, ensuring that each child is working at their level of ability. Measures are taken for those children who require support or extension. This will enable progressions to take place.

Assessment and record keeping - The key skills for each year group have been identified within the curriculum plans available on Staff Shared. Children are assessed against the key skills and recorded after the completion of each topic.

Equal Opportunities - Teachers will avoid stereotypes and bias points of any kind. Use of key questions and up-to-date resources will ensure an accurate image of a place is given. The study of different places will encourage the children to look at the value of other people's cultures and environment. International day enables children to do this.

Written by: A.Davis

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