



Manor Primary School  
Geography Policy



## Geography Policy

### INTENT

At Manor Primary School the geography curriculum teaches an understanding of places and environments. Through their learning in geography, children will explore their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. Our intent is that the geography curriculum will enable the children to have first-hand experiences of the world, to learn how to draw and interpret maps, develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children will gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, the importance of sustainable development and promote key British Values.

Our Geography curriculum is designed to allow each pupil:



So that each pupil:

- Achieves the best possible academic standards in Geography regardless of starting point or ability.



- Experiences and explores human and physical geographical features in a real life context.
- Understands their role in the sustainability of the world and global citizenship.
- Develops an awareness of other cultures and, in so doing, achieves respect, tolerance and understanding of what it means to be a positive citizen in a multi-cultural country; embedding fundamental British values.

## IMPLEMENTATION

Manor Primary school is committed to meeting the requirements and attainment targets of the primary National Curriculum for Geography.

Our curriculum enables teachers to use a variety of teaching methods and learning styles within lessons. The curriculum is planned and taught taking into consideration the needs of all pupils based on their relative starting points. Geography teaching will be exciting and engaging with opportunities for children to participate in a range of real life experiences such as climbing a mountain and exploring a contrasting location to broaden their geographical knowledge and understanding.

Children are provided with enquiry-based research learning opportunities and we encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use computing and the Media Suite to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving learning. Wherever possible, we involve the children in 'real' geographical opportunities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

### Organisation and planning

We have developed and reviewed the national scheme of guidelines for geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area before investigating national and global physical and human features. We review our long term plan on an annual basis.

Our curriculum planning is in three phases. Our long-term plan maps the geography topics studied in each term during each key stage. The geography subject leader works this out in conjunction with teaching colleagues in each year group. In EYFS and Key Stage 1 where



appropriate we combine the geographical study with work in other subject areas. At other times we arrange for the children to carry out a geographical study independently or make links through research projects.

Our medium-term plans follow the national guidelines and gives details of each unit of work for each term. The geography subject leader reviews these plans on a regular basis ensuring key skills are being taught; learning objectives are being covered, in relation to a child's age related expectations and the interest and needs of our pupils.

Our short term plans are those that our teachers write on a weekly basis. These lesson plans list specific learning objectives with differentiated success criteria and identify the resources and learning opportunities that will be used in each lesson.

In the Foundation Stage we teach knowledge and understanding of the world as an integral part of the topic work covered during the year. We relate to the geographical aspects of the children's work to the objectives set out in Building Blocks focusing on People and Communities and The World. Geography makes a significant contribution to the objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a 'good' playground.

At Key Stage 1 and 2 the geography curriculum enables children to achieve the objectives set out in our intent. To support children in reaching their full potential learning is linked cross curricular. To support the development of key English skills children record key information, write reports and letters, take part in debates and present news broadcasts. In Geography children study mapping, space, scale and distance and they learn how to use grid references. They use graphs to explore, analyse and illustrate a variety of data and there are opportunities in UKS2 to investigate time zones and scales using degrees of longitude and latitude.

Children use computing in geography to enhance their skills in data handling and in presenting learning. They research information through the Internet. Children have opportunities to communicate with other pupils in other schools and countries by using e-mail. Children can use the interactive globe and Media Suite to record and present learning in Geography.

Geography lends itself to raising matters of citizenship and social welfare. Children study contrasting locations, the way people live and how environments are different and are changed for better or for worse. The nature of the subject means that children have the opportunity to take part in debates and discussions. We allow them to organize campaigns on matters of concern to them, such as helping the poor or homeless. Thus geography in our school promotes



the concept of positive citizenship, promoting British values through respect and tolerance of others and their differences.

We encourage the children to reflect on the impact of mankind on our world and what it means to be a responsible citizen. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development as well as moral ethos.

Where children are to participate in learning opportunities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils and their learning needs.

### IMPACT - Our Children's Curriculum Charter

- In Geography our children are entitled to a world class curriculum which enables them to;
- Undertake fieldwork and gain first-hand experience e.g. standing in a river, climbing a mountain.
- gain a knowledge and understanding of places in the world;
- develop an awareness of other cultures and, in so doing, achieves respect, tolerance and understanding of what it means to be a positive citizen in a multi-cultural country; embedding fundamental British values
- learn graphic skills, including how to use, draw and interpret maps;
- understand environmental problems at a local, regional and global level;
- be encouraged to think ethically about the sustainability of the world
- understand and appreciate global citizenships;
- develop skills of enquiry, problem solving, ICT, investigation and presentation.
- have access to a range of resources including maps, atlases, textbooks, educational software and interactive globes.

At Manor Primary School, through our curriculum we are enabling children to gain a broad and balanced understanding of the key geographical skills and knowledge of their local, regional and global environments. The curriculum supports children in developing their understanding of both the physical and human geography around the world.

The curriculum design and planning will lead to outstanding progress for all pupils, regardless of their starting points, over time. Learning is progressive and builds on prior knowledge and



understanding and supports children in producing outcomes of the highest quality. Teaching and learning is adapted to cater for the needs of all pupils; providing support for children with special educational needs and enrichment and challenge for more able children.

The geography subject leader is responsible for regularly monitoring and reviewing the curriculum, the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the planning and teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. Time is allocated for reviewing samples of children's work and for visiting classes to observe teaching in the subject. Feedback will be given around what is going well and what are the ways to grow.

Our assessment system of building blocks will be used by the children and staff to reflect on the progress that is being made over time in Geography. Assessment is made based upon observations of learning, written and non-recorded outcomes, marking and day to day assessments. The Geography leader will evaluate progress that has been made and the impact of the curriculum to ensure all pupils have been taught the knowledge and skills they need to deepen their geographical understanding.

### **Review**

This policy will be reviewed annually by staff and governors

### **Date of next review**

September 2021