

# Pensby Primary School



## Geography Policy

Mrs J Sibthorp September 2020

### **RATIONALE:**

Geography education at Pensby Primary School prepares our pupils, through curiosity and fascination, to engage and understand other peoples and the world around them. Teaching is organised to engage pupils in a systematic understanding of diverse places, people, resources and both natural and human environments. A clear and deep understanding of Earth's physical and human processes enable pupils to make sense of the world around them. The curriculum is designed to progress pupils' geographical skills, understanding and knowledge from local to regional, national and international environments. Geographical processes are explored including the interaction between physical and human factors and features. Skills such as map reading and IT tools are developed to enrich the pupil's geographical capabilities. This enables our pupils to understand how our environment is shaped, interrelated and changed and make sense of complex issues such as pollution and populations.

### **AIMS:**

Our curriculum aims to ensure that all pupils:

- develop curiosity and fascination about the world and its people;
- acquire geographical knowledge about diverse places, people, resources and natural and human environments;
- explore in depth the Earth's key human and physical processes and the interaction between these processes;
- understand the formation and use of landscapes and environments;
- raise questions and search for answers about the natural and human aspects of the world;
- systematically grow key geographical skills through practical activities and fieldwork;
- confidently handle geographical data by collecting, analysing and communicating with others in a variety of ways;
- interpret a range of geographical sources including maps, atlases, diagrams, aerial photographs, globes and GIS.

### **ORGANISATION & CONTENT OF THE CURRICULUM**

At Pensby Primary School, children investigate and interpret their world, developing their skills of enquiry, analysis and problem-solving. The children develop a sense of identity and a cultural understanding of their own, whilst also gaining a geographical overview of their locality, the UK and the wider world. Geography is taught discretely in both KS1 and KS2 as part of half-termly topics, focusing on the knowledge and skills stated in the National Curriculum but is embedded further in other areas of the curriculum, allowing children to develop their skills across the whole curriculum.

### **EYFS**

Children engage with geography through themes and activities which focus on the Development Matters statements for Understanding the World. This supports the teaching of the Early Years curriculum and the achievement of the Early Learning Goals. The children learn about people and places that are familiar to them, for example home, school, ways of life, family, friends and the natural world. EYFS pupils are taught in a variety of ways through adult-led and supported tasks and child-initiated learning in provision areas. When planning, leading or supporting learning, staff take into account The Characteristics of Effective Learning.

## **KEY STAGE 1**

During this Key Stage, teaching and learning focuses upon the engagement, enthusiasm and enquiry within Geography. Children learn about the countries and capitals of the UK before exploring the world's continents and oceans. A local area (Arrowe Park) is contrasted with an international country, usually reflecting contemporary interest. The expansion of the children's geographical knowledge encourages a wider vocabulary and enquiry through the use of plans, maps and globes. Environmental issues are explored through C2C, focusing upon our locality and stewardship of our world. Teaching and learning is planned in a thematic approach, although some standalone Geography issues are studied separately.

## **KEY STAGE 2**

Building upon the increased knowledge, skills and vocabulary developed previously, children extend their understanding beyond the local area to the UK, Europe and beyond. The excitement of studying other areas and features such as volcanoes, earthquakes and mountain ranges engages the children in the wider world. Cultural difference and tolerance (British Values) is developed through positive engagement, exploring festivals and cultural customs and highlights. The children's skills are expanded through enrichment opportunities in other areas of the curriculum, including C2C and teaching and learning is planned through themes with an increasing need for discrete Geography focused learning.

## **INCLUSION & INTEGRATION**

Integration at Pensby Primary School ensures that all children, regardless of their ability, gain access to a curriculum that is supportive of their needs. In conjunction with Stanley School, we encourage integration across both schools so that our school communities develop a greater sense of community, one that celebrates diversity and is built upon mutual respect and tolerance. With well-planned support, all children are able to gain access to a full and comprehensive curriculum that celebrates all children's interests and skills.

## **LINKS WITH OTHER AREAS OF THE CURRICULUM**

Geography at Pensby Primary School is recognised as a key focus for the development of British Values, global citizenship and cultural understanding. Although much of the Geography curriculum is taught within a cross curricular thematic approach, the Geography elements remain clear and are tracked and assessed as such, ensuring the integrity of the subject. A wide range of enrichment opportunities exist, including field work to local venues of interest, speakers and other visits and visitors.

## **MONITORING**

Monitoring of Geography will occur biannually and will include:

- Lesson observations;
- Pupil interviews;
- Staff interviews;
- Scrutiny of evidence on Seesaw /Twitter, including links to other areas of the curriculum;
- Book scrutiny;
- Attainment in Geography is monitored by class teachers as part of our internal assessment systems and noted on Classroom Monitor. Progress will be monitored by the Geography lead.

- This policy will be reviewed by the Geography subject leader annually. At every review, the policy will be approved by the Headteacher/Governors.
- At the end of the academic year a subject leader report will be written and considered by SLT and Governors. The report will measure attainment and progress of all children.

## **ASSESSMENT & RECORDING**

### **EYFS**

Regular observations and assessments are made and recorded using an on-line journal (Seesaw) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes.

### **KS1 and KS2**

Formative assessments of children's learning are made and assessed through observations and classwork and shared as evidence on Seesaw. These assessments contribute to a summative judgment at the end of each term against statements found on Classroom Monitor.