



WHERE STARS SHINE

# GEOGRAPHY POLICY

**Policy Lead Committee:** Local Academy Committee

**In consultation with:** SLT

**Approved by:**

**Date:** 20<sup>th</sup> July 2023

A handwritten signature in black ink, appearing to be 'R. G.'.

**Policy Date:** Summer 2023

**Review Date:** Summer 2025

**Review Frequency:** 2 Years

Severn Federation Academy Trust (Co. No. 13034661)

Severnbanks Primary School  
Geography Policy  
Summer 2023

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## **1. Introduction**

Geography teaches an understanding of places and environments and provides pupils with a curiosity and fascination about the world and its people. Pupils learn about 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. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, pupils gain an appreciation of life in other cultures. As pupils progress, their 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. Geography teaching also motivates pupils to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

We believe Geography is integral to helping children understand the world around them and their place within it. We believe Geography learning should be broad, balanced and inclusive; inspiring pupils to become curious and explorative thinkers with a diverse knowledge of the world. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our Geography teaching, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

### **UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD**

#### **ARTICLE 28**

Every child has the right to an education.

#### **ARTICLE 29**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## **2. Pupils with Special Educational Needs**

At Severnbanks Primary School, we recognise that pupils with identified SEND needs may have strengths in different areas, therefore we strive for them to be included in all areas of the curriculum. We also acknowledge that pupils with SEND may need differentiated work or further support appropriate to their specific needs and ability in order for them to take as full a part as possible in all school activities.





### 3. Aims

The national curriculum for Geography aims to ensure that all pupils:

- 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.

### 4. Teaching and learning style

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage pupils 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 IT in geography lessons where this serves to enhance their learning. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

We recognise the fact that there are pupils of widely different geographical abilities in all classes and we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some pupils not completing all tasks;
- grouping pupils by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants where available to support the work of individual pupils or groups of pupils.



## **5. Geography curriculum planning**

We use the 2014 curriculum Geography as the basis for our planning. The curriculum planning in geography is carried out in three phases (long-term, medium-term and short-term weekly planning). The long-term plan maps out the geography activities covered in each term during the key stage. The geography subject leader works this out in conjunction with teaching colleagues in each year group. Our medium-term plans give details of each unit of work for each term. These are based on the 2014 Geography curriculum. Teachers are encouraged to select the content to be taught cross curricular with other subjects. The plans are developed during the term and will eventually form Severnbanks Geography Scheme of Work. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans. Teachers then plan for individual lessons and objectives are written on weekly timetables.

We plan the topics in geography so that they build upon prior learning: geographical objectives are divided between year groups with the aim of being progressive. Pupils of all abilities have the opportunity to develop their skills and knowledge in each topic and, through planned progression built into our scheme of work, we offer them an increasing challenge as they move up the school.

### **Our Geography curriculum is designed to:**

- Encourage children to cultivate and investigate questions they have about the natural and human aspects of the world.
- Enable children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.
- Inspire in children a curiosity about and an appreciation of their immediate environment and the wider world, broadening their understanding of people and place.
- Promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- Develop knowledge and skills that are progressive, as well as transferable, throughout their time at Severnbanks and beyond.
- Develop a growing understanding of geographical terms and vocabulary.

### **Our Geography curriculum is centred on the four key strands of The National curriculum for Geography:**

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork





## **6. Foundation Stage**

We relate the geographical development of the pupils to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for pupils aged three to five. The pupils' learning includes elements of knowledge and understanding of the world and understanding of place through imaginative play. The range of experience encourages pupils to make connections between one area of learning and another and so extends their understanding

## **7. The contribution of Geography to teaching in other curriculum areas**

### **English**

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in literacy hour are geographical in nature, P4C sessions; debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters, using environmental issues and recording information will all develop pupils' writing ability.

### **Mathematics**

Pupils study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

### **Computing**

We make provision for the pupils to use the computer or iPads in geography lessons where appropriate. Pupils use computing in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet and encyclopaedia programmes. We arrange for the pupils to communicate with other pupils in other schools and countries by using e-mail. We also offer pupils the opportunity to use the digital camera to record and use photographic images.

### **Personal, social, health and economic education (PSHE)**

Geography contributes significantly to the teaching of personal, social, health and economic education. PSHE lends itself to raising matters of their community and social welfare. For example, pupils study the way people re-cycle material and how environments are changed for better or for worse. Pupils have the opportunity to take part in debates and discussions and organise campaigns on matters of concern to them.

### **Spiritual, moral, social and cultural development**

We offer pupils in our school many opportunities to examine the fundamental questions in life through the medium of geography. Pupils discuss the changing landscape and environmental issues leads pupils to ask questions about the evolution of the planet. We encourage the pupils

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to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the pupils to learn about inequality and injustice in the world. We help pupils 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 pupils' social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the pupils' appreciation of what is right and wrong by raising many moral questions during the programme of study.

## **8. Assessment and recording**

Teachers assess pupil's work in foundation subjects by making assessment through observations, discussions and through the work completed during lessons. This is recorded on our pupil data tracking INSIGHT.

## **9. Resources**

We have sufficient resources in our school to be able to teach all the geography units in the 2014 curriculum. We will keep these resources in a central store on the balcony. We also keep a collection of geography equipment which the pupils use to gather weather data, and a set of atlases for both key stages. In the library we have a good supply of geography topic books and a range of educational software to support the pupils' individual research.

## **10. Fieldwork**

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve pupils in practical geographical research and enquiry.

At Key Stage 1 we let all the pupils carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the pupils complete a study of the local area.

## **11. Monitoring and review**

The geography subject leader is responsible for monitoring the standard of the pupil's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the 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. The geography subject leader reviews and evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of pupil's work and for talking to pupils about their





work through pupil conferencing. When geography is in focus on the School Improvement Plan, the subject leader observes teaching in the subject.

This policy is available on the school website:  
[www.severnbanksprimaryschool.co.uk/website/policies/257152](http://www.severnbanksprimaryschool.co.uk/website/policies/257152). Paper copies are available on request from the School Office.

