**Cambois Primary School**

**Geography Policy**

**Introduction**

At Cambois Primary School, we believe a high-quality geography education should engage and challenge children. Geography in primary school should

ignite a spark that inspires children to be curious and fascinated about the world around them and remain with them for the rest of their lives. Children at Cambois Primary School will be equipped with knowledge about places, people, natural and human environments as well as understanding physical and human processes and the formation of landscapes and environments in the world we live. Our pupils will also experience a variety of teaching techniques to help them to develop their knowledge and geographical skills, including field trips where possible to allow children to make the connection between their knowledge and real-life experiences.

Geography raises and answers questions about the natural and human world around us. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem-solving skills to be applied both inside and outside the classroom.

Geography provides a focus within the curriculum for understanding and resolving the issues concerning the environment and sustainable development. Geography allows pupils to encounter different societies and cultures leading them to realise how nations rely on one another.

Geography can encourage pupils to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

**Aims**

The aims of geography are

- to inspire pupils a curiosity and fascination about the world that will remain with them for the rest of their lives.

-to provide pupils with knowledge about diverse places, people, resources, and natural and human environments

-to develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments

-to obtain geographical knowledge, understanding and skills

-to enable children to learn and explain how the Earths features at different scales are shaped, interconnected and change over time

**Curriculum organisation**

We have a two-year planning cycle, which was recently redesigned, and we now follow an intervening curriculum in Geography. The curriculum is underpinned by our two key drivers, possibilities, and initiative, which develops children’s understanding of the world around them, enriches vocabulary and improves knowledge.

**Early Years**

Within the Early Years Foundation Stage, geography is included as part of Knowledge and Understanding of the world. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to develop understanding. Pupils will observe, find out about, and identify features in the place they live and the natural world. They will begin to know about their own cultures and beliefs and those of other people. Pupils will also find out about their environment and talk about features they like and dislike.

**Key Stage 1**

During Key Stage 1, pupils will investigate their local area and a contrasting area in the United Kingdom or in other countries, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments and use geographical skills and resources, such as maps and photographs.

**Key Stage 2**

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and other countries and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, photographs, and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting, and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, atlases, and plans. Pupils will use secondary sources of information with accuracy, including aerial photographs and satellite images. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education.

**Teaching and learning**

When teaching Geography we provide an opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage and we enable them to use ICT in Geography lessons where this serves to enhance their learning. Children will take part in role play and discussions as well as writing. Geography will at times be related to topic work or other cross-curricular links and teachers will ensure that links between subjects are maximised. Teachers also will plan specific activities to provide adequate development of skills, knowledge and understanding associated with Geography. The delivery of teaching in Geography will vary, and will include a range of class, group and individual activities, instruction, and guidance as well as the use of questioning and discussion. Teachers will ensure the objectives of lessons are clear to all pupils, and for specific groups support will be provided by Teaching Assistants who will be well-briefed and able to support these pupils effectively. Teaching in Geography will address the facts that all children will develop their ability to learn and apply knowledge at different rates and therefore differentiation is a key focus. As a result, planning will be open-ended and will include differentiated tasks set according to the ability of the children.

**Equal opportunities and inclusion**

Geography plays an important part here at Cambois Primary School. All children are able to enjoy and achieve and it is available to every child to take part in activities and make a positive contribution to the life of the school and local community. Activities that are planned, both in and out of the classroom, encourages full and active participation by all children, matched to their knowledge, ability, understanding and previous experiences. Children have equal opportunities to develop their understanding and enjoyment of Geography regardless of race, gender, and ability. Teachers ensure that activities are equally interesting to boys and girls as well as ensuring the curriculum is appropriate for the needs of all children.

**Assessment**

The assessment of children’s work is on-going to ensure that the understanding is being achieved and progress is being made to the level of descriptions in the National Curriculum. Feedback is given to the children as soon as possible and marking work will be guided by our school’s marking policy. Teachers own plans should indicate the focus and assessment opportunities will be identified. This ongoing assessment provides enough information to provide guidance for future teaching and learning. Assessment and evidence can be obtained by direct observation of children at work, questioning pupils, listening to their conversations and by photographing or recording their finished work/products.

**Resources**

Equipment and resources for Geography are organised to promote effective use by pupils. Teachers demonstrate the ways in which resources are organised and pupils are expected to take an increasing level of responsibility for that organisation and looking after the resources. Cambois Primary School is committed to expanding on resources and present equipment with the aim of motivating both staff and pupils to take part in activities. The class teacher is responsible for ensuring the safety of the children during the lesson by instructing and guiding them in a safe and appropriate use of any equipment. Furthermore, the class teacher is responsible for the care of the equipment during the lesson, ensuring correct use of equipment and returning them safely after use. Any damage of resources should be reported as soon as possible.

**Roles and Responsibilities of the Subject Leader**

* To support and guide the practice of teachers and support staff.
* To ensure coverage, continuity and progression in planning.
* To monitor and evaluate the effectiveness of teaching and learning in Geography.
* To update documentation where necessary.
* To produce action plans for the School Development Plan, prepare bis and manage the budget effectively.
* To liaise and consult with outside agencies where appropriate.
* To prepare and lead INSET.
* To attend relevant INSET training.
* To review regularly the contribution made by Geography.

This policy is monitored by the Geography Co-ordinator who will collect samples of evidence of the work being produced in each classroom. Geography books will be monitored to ensure the subject is being taught effectively and that the children are making good progress. Regular scrutiny of children’s work will take place as well as regular monitoring and evaluation of planning. Lesson observations will monitor the quality of teaching implementation of planning and pupils will take part in interviews and questionnaires. All evaluation and analysis of assessment will be kept as evidence.

Signed: Ashlyn Jackson

Date: September 2021

Date for review: September 2022