



Signed by Chair of Governors .....

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## **Trowse Primary School**

### **GEOGRAPHY POLICY**

#### **Introduction**

Our aim is to fulfil the potential of each child in our care; to help make them confident individuals, responsible citizens and have high standards of achievement.

#### **Aims**

Through the teaching of Geography we aim to develop positive values and attitudes as well as knowledge. We want;

- To help pupils have a range of geographical experiences, both in and out of the classroom, which encourage interest and learning, confidence and enjoyment in the subject.
- To foster a sense of wonder and curiosity about the world and to develop a sense of place.
- To develop knowledge and understanding of human and physical processes and patterns which shape places and people.
- To appreciate interconnections within and between places and societies.
- To foster awareness and tolerance of similarities and differences in the world and its people.
- To develop respect for the environment and a tolerance of other people and cultures;
- To develop an informed concern for the quality of the environment and its future, thereby enhancing a sense of responsibility for the care of the Earth and its people.
- To encourage children to formulate appropriate questions, develop geographical vocabulary, research ideas and draw conclusions.
- To learn about the experiences of people in different geographical locations;
- To learn how and why decisions are made regarding changes to the environment;
- To develop respect for evidence but are also able to be objective about sources of information;
- To develop and understanding of right and wrong and the ability to handle moral dilemmas in a responsible way in relation to the environment;
- To give opportunities to consider their own attitudes and those of others. Children need to be able to share and critically evaluate ideas that influence geographical change.

## **Reception**

Geography makes a significant contribution to the 'early learning goals' objectives in developing a child's knowledge and understanding of the world. We teach geography in the reception year as an integral part of topic work. Wherever possible the focus is on "hands on", direct experience and the children are encouraged to find out about the people and places they are familiar with. They have opportunities to take walks in the locality then observe, discuss and record what they have seen. They listen to stories from a range of geographical settings with multicultural themes. There are also encouraged to engage in dramatic role-play.

## **Key Stage 1**

In Key Stage 1, geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there. An awareness of the wider world is encouraged and there is a need to develop the following skills:-

- To be able to ask geographical questions using appropriate vocabulary.
- To observe, record and communicate in different ways.
- To express views about people, places and environments.
- To learn to make and use plans and to access maps and globes.
- To develop fieldwork skills.
- To use a range of information sources.

Children are expected to be able to describe and compare places and recognise how places have become the way they have and how they are changing. They also need to be able to suggest ways in which the environment can be improved.

## **Key Stage 2**

In Key Stage 2, geography is about extending the knowledge and skills acquired at Key Stage 1 and relating those to different localities within the United Kingdom and abroad. Children need to have the following skills:-

- To ask more complex geographical questions
- To collect, record and analyse evidence from a range of sources.
- To formulate views and be aware of the views of others regarding geographical issues
- To communicate in a range of ways using more complex geographical vocabulary.
- To use atlases, globes, maps and plans effectively.
- To draw accurate plans and maps at a variety of scales.

Children are expected to describe where places are, compare and contrast them with other locations, identify change and offer explanations. They also need to recognise how places are interdependent in a geographical context.

They need to see how human and physical processes have an impact on the environment and how people seek to create and manage sustainability. They have opportunities to develop and apply skills, knowledge and understanding to an aspect of local study.

## **Cross-curricular links**

Geography is taught in a cross-curricular way, wherever possible, making relevant links with other subject areas through the class 'Topic'. Children are encouraged to research

areas of interest and present their findings in a variety of ways, such as drama, art and poetry.

### **Planning**

We follow the programmes of study as laid down in the National Curriculum (Sept 2014) guided by and delivered as the focus of a cross curricular unit.

### **Teaching and learning style**

Geography teaching focuses on enabling children to think as members of a geographical community and later as world citizens. We place an emphasis on direct experience and primary sources both in and out of the classroom. We encourage visitors to come into school and talk about themselves and their experiences. We also hope the children will share their experiences, in a geographical sense, when they have been on holiday. We recognise and value the importance of stories in geography teaching and we regard this as an important way of stimulating interest and increasing awareness. We focus on helping children understand geographical events and take opportunities to study changes in the immediate locality. We also create time to explore world events and bring big news issues into the classroom, encouraging geographical discussion.

### **Resources**

A number of geographical resources are in school to support the curriculum and are stored centrally. It is the job of the subject coordinator to ensure these are appropriate to the needs of the curriculum and purchases made.

### **Monitoring**

The effectiveness of this policy is to be monitored by the subject leader.