

John Ruskin Primary School and Language Classes

Geography Policy

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"Be Responsible, be fair, stay positive and care"

GEOGRAPHY POLICY

THE NATURE OF GEOGRAPHY

Geography is the study of places and the relationships between people and their environments. Geography explores the physical features of the Earth and the processes that brought about these features. Geography looks at the Human societies that inhabit the planet and their environmental impact.

Curriculum Intent

At John Ruskin Primary School, we have designed our Geography curriculum with the intent that it will inspire our children with a curiosity, fascination and appreciation of the world around them.

We intend to equip children with geographical skills to develop their knowledge and understanding of the world, in physical and human geography and the connections between them. These skills are transferable to other curriculum areas and we draw on cross curricular links, to understand geography, wherever possible.

The curriculum progression will expand from the immediate locality outwards to the rest of the world. We will explore the comparisons and identify the contrasts between our lives and experiences here Southwark, London or England with the lives and experiences of other children and people around the world.

Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater awareness of the world and their place in it.

The National Curriculum for geography aims to ensure that children:

- develop contextual knowledge of places in the world and their defining physical and human characteristics.
- understand the processes that gave rise to key physical and human geographical features.

- become competent in the geographical skills necessary to collect, interpret and communicate data gathered through fieldwork.
- interpret a range of sources such as, maps, diagrams, globes and aerial photographs.
- communicate geographical information in a variety of ways including, maps, numerical and quantitative skills and writing.
- In addition, geography will:
 - deepen children's knowledge and understanding of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
 - enable children to gain an awareness of environmental problems at a local, regional and global level and thereby foster their responsibility for the care of the Earth and its peoples.

Progression and coverage in the teaching of geography.

The teaching of geography will ensure that there is progression in the subject content throughout Key Stage 1 and 2.

Refer to the '**Geography progression of knowledge and skills**' document for specific lessons and their learning outcomes in each year group.

TEACHING AND LEARNING APPROACHES

A variety of teaching methods and resources are used in geography lessons.

- knowledge imparted by the teacher
- fieldwork at a local level
- questions and answers
- individual or group research

- individual or group interpretation of resources
- information technology
- television programmes for schools
- contemporary media coverage
- books, leaflets, maps, atlases and aerial photographs
- statistics and graphs
- artefacts to support the teaching of the geography units
- digimaps, ordnance survey maps and compasses

The programmes of study specify that pupil's work in each key stage should incorporate a strong element of enquiry. An enquiry approach may include:

- raising a question
- collecting relevant data from primary and secondary sources
- analysing and interpreting data
- presenting findings
- drawing conclusions
- evaluating the enquiry.

This approach can be thought of as a series of key questions which can be applied to places or thematic topics. Effective questioning develops attitudes of curiosity and interest, ensuring an active involvement in the learning process.

*Where is this place?
 What is this place
 like? Why is this
 place as it is?
 How is this place connected to other
 places? What would it feel like to be in this
 place?*

DIFFERENTIATION

Differentiation by task is where pupils working on the same section of a unit of work are given different tasks. These tasks may require different levels of support and resources. Pictorial resources may be more appropriate for some children.

Differentiation by outcome is where pupils are involved in the same task; the work they produce indicates their level of achievement.

CROSS CURRICULAR LINKS

The teaching of geography will have links with;

Literacy Children will implement and develop their reading, writing, speaking and listening skills. They will use a variety of genre to present their work eg letters, reports and diaries.

Mathematics Children will use graphs and statistics to explore, analyse and illustrate information.

ICT Where appropriate, children will use ICT to present their work. They will use graphs, power points, publisher and word documents. They will use ICT to enhance their research. They will achieve this by accessing internet sites and geography programs stored on the server.

RE Children will gain an understanding of the festivals, celebrations and religion of countries that they study.

Modern Foreign Languages (MFL) Geography will complement the teaching of modern foreign languages (MFL) at primary level.

History Geography skills will provide children with another way to infer and learn about periods of history, such as how people travelled and lived due to the physical geography of an area.

EQUAL OPPORTUNITIES

Geography is able to educate all pupils for life in a culturally diverse society. It provides the opportunity for learning about cultural diversity within the UK and its links with other parts of the world. Geography teaching will give an informed and balanced view of the world. It will promote positive images and challenge stereotypes and misconceptions. We will ensure that the resources reflect this policy and are regularly reviewed. Geography teaching should ensure equality of access for all pupils

Geographical issues of equality can provide a context in which questions can be asked and issues raised in a rational and informed way. Geography should also be monitored to ensure equality of access for all pupils.

SEND

Differentiation should be provided in tasks for all pupils with special learning needs. Teachers will refer to the children's IEP and adapt work, as necessary, to accommodate

their specific needs. Through targeted differentiation, they will aim to ensure that children are able to participate, fully, in every lesson and achieve their potential.

MAT (more able and talented)

Children who demonstrate an aptitude for geography will be identified and set challenging work. They will be encouraged to pursue their interest and abilities in the subject of geography.

ASSESSMENT

Assessment is regarded as an integral part of the curriculum, requiring careful planning and leading to further activities as a result of the information gained. We assess pupils informally using diagnostic, formative and summative assessment skills by observing, asking open-ended questions, listening to and looking at the work of our pupils. Teachers need to assess in order to know what pupils have learnt, monitor their progress and diagnose and identify ways of overcoming particular learning difficulties, supporting them in areas of weakness.

See School Assessment Policy for details of how geography is assessed.

SAFETY POLICY - see handbook for guidelines.

RESOURCES

Necessary resources include:

- a variety of atlases
- globes of various sizes and types wipe off maps
- large maps
- blank outline maps activity packs resource packs
- books and folders containing activity sheets videos
- books photographs
- individual and site licences including digimaps compasses
- artefacts

Amended December 2022