

# Belthorn Academy Primary School



## Geography Policy

November 2019

Review Date November 2021

<p>Belthorn Academy Primary School</p> <p>Belthorn Road</p> <p>Belthorn</p> <p>Lancashire</p> <p>BB1 2NY</p> <p><a href="tel:0125455620">Tel:01254 55620</a></p> <p>Email: <a href="mailto:head@belthornacademy.co.uk">head@belthornacademy.co.uk</a></p>	<p>Head teacher: Mrs Helen Rowan</p> <p>Geography Lead: Mrs K. Sutcliff</p> <p>Geography Governor: Mr R Battersby-Cornmell</p>
---	--



# Belthorn Academy Primary School

## Geography Policy

### Mission Statement

To provide a safe, stimulating and caring environment in which every child is encouraged to recognise and achieve their fullest potential in order that they can make their best contribution to society.

### The Importance of Geography

Geography raises and answers questions about the physical and human worlds. 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 upon one each other. 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.

### Key Aim of Geography

Belthorn Academy Primary School aims to develop its children in:

- A spatial awareness through a growing range of enquiry skills, knowledge and understanding of places and of the natural and made environments.
- A sense of wonder at the beauty of the world around them.
- Interest in their surroundings and in the variety of physical and human conditions on the earth's surface.
- An informed concern about the quality of the environment, the future of habitats and their responsibility for its care.
- An increasing use of mapping skills to enhance their understanding of place.

### Geographical Objectives

- To extend children's awareness of and develop their interest in their surroundings - leading to the identification and exploration of features of the local environment.
- To observe accurately and develop simple skills of enquiry. In doing so, to be aware of the changes taking place in their own locality and in other areas studied. Through these studies, gaining an appreciation of the ways in which human decisions influence these changes.
- To gain a perspective in which children can place local, national and international events.

- To develop a wide range of skills and competencies that are required for geographical enquiry and which are also applicable to other situations.
- To gain an understanding of the processes that have produced pattern and variety on the earth's surface and which can bring about change.
- To become acquainted with a variety of maps, including large-scale maps of their own neighbourhood, and to be able to apply simple techniques of map reading and interpretation.
- To gain familiarity with globes and atlas maps and be able to identify such features as the continents, oceans, countries, cities, highland and lowland, coasts and rivers.
- To continue to develop language and mathematical skills through studies in geography.
- To acquire skills in carrying out observations and in collecting, organising, recording and retrieving information as part of an enquiry.
- To be able to use a variety of source materials to find information out about their own locality and distant places. To be able to communicate their findings and ideas in a variety of modes such as writing, pictures, models, diagrams and maps as well as through oral contribution.
- To help pupils to act more effectively in the environment as individuals and as members of society.

### **Learning Across the National Curriculum**

The National Curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. The teaching of geography can contribute effectively to these areas of learning and links to these areas of learning area identified in the medium term planning sheets.

### **Delivering the Geography Curriculum**

#### **Foundation Stage**

Geography is delivered to Reception pupils within the Knowledge and Understanding of the World Area of Learning through a cross curricular topic based approach at various points throughout the academic year. Many of the outdoor provision provide lots of observations for understanding the world. The children take part in a weekly welly walk which allows them to experience all the elements and explore the ever changing environment throughout the year.

#### **Key Stages One and Two**

Geography is taught as part of our topic based curriculum. The objectives and themes within the National Curriculum are all covered within the different themes covered in each class.

The subject may be taught in block units throughout the year rather than following a weekly lesson format. The same topic is taught between year 1 and 2 which allows some lessons to be taught together and staff to share ideas when planning the unit. The same unit is also taught between years 3 and 4 and years 5 and 6 this allows class collaboration and planning to take place. Whole key stage trips can also take place as well as larger theme days to launch and end topics. Topics are taught on a 2 year rolling programme between KS1, Lower KS2 and Upper KS2.

## **Teaching Approaches**

A variety of teaching approaches are presented to children throughout their geography lessons. These include:

- (a) Teacher guided sessions, where information is provided.
- (b) Mixed ability group work where the children discuss problems in small groups.
- (c) Class discussion lessons where members are encouraged to join in with their personal opinions.
- (d) The use of differentiated tasks allowing children of different ability levels to work at their appropriate pace.
- (e) The use of role-play in studying contentious issues.
- (f) The use of audio visual aids in presenting material to the children.
- (g) The use of fieldwork where possible so that children gain first hand experience of local and contrasting environments.
- (h) The integrated use of ICT within geography lessons.
- (i) The use of outside speakers with relevant experience.

## **Classroom Organisation**

The organisation of the classroom will vary according to the activity that is being carried out. The formal classroom layout will alter when mixed ability group work activities are taking place. The use of audio visual aids may require the movement of chairs nearer to the viewing screen.

Role-play scenarios will require a reordering of the room to provide wider areas nearer the front of the class.

Wherever possible mixed ability groups will be used to encourage lower ability children to gain confidence through sitting near or next to colleagues with a deeper understanding of the subject.

## **Support Staff**

Teaching assistants and Support assistants within the class play an important role in the delivery of the subject. They are involved in preparation before lessons and look at plans so as to be aware of the content of the lesson and their role within it.

## **Assessment, Recording and Reporting**

At Belthorn Academy Primary School assessment is used to provide diagnostic information, inform future teaching and learning, provide summative assessment for teachers and provide information for parents.

Each class teacher is responsible for pupil assessment. Teacher assessment is made throughout Key Stages 1 and 2. It involves children's written work and tasks, teacher observation, discussion and questioning and uses of the attainment targets for geography as guidelines.

Work is marked in accordance with the school's marking policy. High standards of written work are expected as in literacy.

Pupils progress/ attainments are reported to parents in accordance with the statutory requirements and our own school reporting arrangements. Level descriptors will be used as a basis to describe pupils' progress. Reporting of Geography at the Foundation Stage appears within the Knowledge and Understanding of the World Area of Learning.

## **Inclusion and the Geographical Curriculum**

In order to provide work that is appropriate to the learning experiences of the individual children it is necessary for the teacher to be aware of the statements/individual educational programmes that apply to children in the class that he/she is teaching.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum.

These principles are related to how teachers plan and teach the curriculum through:

- setting suitable learning challenges.
- responding to the diverse learning needs of pupils.
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- 

These principles are considered when selecting units to be taught throughout the Foundation Curriculum and Key Stages 1 and 2 and in developing the chosen units for use in the classroom (short term planning).

## **Staff Development**

Staff development in this area of the curriculum is available through the county course programme and through meetings with colleagues from other educational establishments. Teachers who have attended geography courses report back to colleagues at a staff meeting. School INSET provides opportunities to compare developments in this area of the curriculum with other subject disciplines.

## **Fieldwork**

Fieldwork is a vital ingredient of the geography curriculum. Where possible, children are provided with opportunities to study topics within the outside environment. Planning for educational visits follows the current guidelines produced for schools by Lancashire County Council.

## **Equal Opportunities**

Children irrespective of ability, race or gender are given full access to the geography schemes of work.

The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

### **Evaluation-Review-Modification**

This policy document will be reviewed yearly to assess its value as a working document.

Those areas which have not worked particularly well (i.e. sections of the schemes of work) will be modified according to the experiences that have taken place.

Policy written by Kate Sutcliff April 2019

Policy Review date: April 2021