**GEOGRAPHY POLICY**

**All Saints Upton CE Primary**



**Aims and objectives**

Geography teaches an understanding of places and environments. Through their work in geography, children 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, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

The aims of geography are:
• to enable children to gain knowledge and understanding of places in the world;
• to increase children’s knowledge 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;
• to allow children to learn graphic skills, including how to use, draw and interpret maps;
• to enable children to know and understand environmental problems at a local, regional and global level;
• to encourage in children a commitment to sustainable development and an appreciation of what ‘global citizenship’ means;
• to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

**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 we combine these with enquiry-based research activities. We encourage children 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. We use google maps and google earth to help with update mapping and viewpoints. Wherever possible, we involve the children in ‘real’ geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue. Each of our Geography units include some field work.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children including SEND. We do this by:

* adaptive teaching and adapting activities so they are accessible to all regardless of literacy or maths ability.
* setting tasks of increasing difficulty, some children not completing all tasks and challenges set for all children linked to ability when appropriate.
* providing resources of different complexity according to the ability of the child
* using classroom assistants to support the work of individual children or groups of children if available.
* recording Geography work in a variety of ways including written work and pictorial work in books, videos and photo using Seesaw.

**Geography curriculum planning**

We follow the Kapow scheme of learning for Geography which covers all of the national curriculum and builds upon Geographical skills and knowledge year on year. Our Geography curriculum planning consists of long-term, medium-term and short-term planning. The long-term plan maps the geography topics studied in each year group in each term.

The medium-term plans outline the order of the lessons and learning for that unit. The short term planning comes from detailed lesson plans taken from the scheme. Teachers then use these and the resources provided to help them delivery each lesson. These lessons are adapted where necessary to meet the needs of our children.

**Foundation Stage**

We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children’s work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child’s knowledge and understanding of the world. Some elements of the Kapow scheme is used in EYFS.

**Assessment and recording**

We assess the children’s work in geography by making informal judgements as we observe the children during lessons. Each unit of work has a set of clear learning objectives and end points in order for progress to be measured and assessed. Children complete a start and end of topic quiz to assess their skills and knowledge and this is monitored and tracked on insight tracker, the school data tracking system. Assessment data is inputted onto Insight Tracker which shows whether children have met, exceeded or has not met the endpoint statement. Data on pupils can be tracked easily and children identified for further support. All Geography evidence is completed in the Geography books, displayed in school or photos and recordings kept digitally on Seesaw.

**Resources**

We are continually reviewing resources in our school to be able to teach all the geography units that we plan. Atlases are kept in a central area in school and the Kapow scheme provide most of the resources needed. The Geography Lead also keeps any resources, e.g. compasses in a central store in their classroom cupboard. All classrooms display the appropriate UK and world maps, compass directions for their year group and key Geographical vocabulary. Where we are able to, we try to use trips, residentials and visitors as a resource to continue to build upon knowledge and skills outside of the classroom. We also use the Geographical Society to support teaching.

**Monitoring and review**

The geography subject leader and senior leadership team is responsible for monitoring the standard of the children’s work and the quality of teaching in geography and in the themes. All planning can be accessed digitally by staff through the Kapow scheme. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, observing and monitoring lessons, 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 gives the Head Teacher and the Governors a mid-year and an end of year report, updating them of developments and outcomes in the subject across the school. The subject lead also develops, actions and reviews a subject action plan each year to ensure the subject is always improving, moving forward and providing the best geography education for our children.