



# Ellwood Community Primary School

## Geography Policy

### Introduction

*'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.'*

*National Curriculum in England 'Geography' programme of study (DfE Published 2013)*

### Intent

At Ellwood Community Primary School our geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of the Forest of Dean, so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.

### Aims

We want our children to develop the following essential characteristics to help them become geographers:

- To make sense of their own surroundings through learning about their own locality, and the interaction between people and environment
- An excellent knowledge of where places are and what they are like, both in Britain and the wider world
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here
- To develop knowledge and understanding of the human and physical processes which shape places
- A comprehensive understanding of the ways in which places are interdependent and interconnected
- An extensive base of geographical knowledge and vocabulary

- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques
- The ability to reach clear conclusions and explain their findings to a range of audiences
- Excellent fieldwork skills as well as other geographical aptitudes and techniques such as map reading
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment
- To appreciate similarity and difference in the world around them and to respect other peoples beliefs, attitudes and values.

All pupils will be given equal access to geography activities and experiences regardless of the gender, race or disability.

We acknowledge that these activities will also contribute to children’s personal, social, emotional and spiritual development.

## **Implementation**

### **The EYFS**

The programme of study for the Foundation stage is set out in the EYFS Framework. The document is available to download:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

### **Educational Programme:**

‘Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.’

**The ‘Early Learning Goals’ [ELGs] detail the expected level of development for children to meet at the end of the reception year:**

ELG: People, Culture and Communities:

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World:

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### **The National Curriculum:**

The objectives of Geography teaching in the school are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2. The document is available to download from <https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study>

### **Key Stages 1 and 2**

In both Key Stages 1 and 2 children should study four strands. These are

1. Geographical Enquiry and Skills.
2. Knowledge and Understanding of Places.
3. Knowledge and understanding of patterns and processes.
4. Knowledge and understanding of environmental change and sustainable development.

Geographical work undertaken within the school is carefully organised to provide breadth and depth of knowledge and understanding as well as developing skills. The development throughout the two key stages builds on children's previous work.

At Key Stage 1, Geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there and developing an awareness of the wider world through cross-curricular topics.

At Key Stage 2, Geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world through cross-curricular topics.

### **Teaching and Learning Strategies**

At Ellwood Community Primary School we use a variety of teaching and learning styles in our Geography lessons. We use 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, video and aerial photographs, and we enable them to use ICT in Geography lessons where this serves to enhance their learning.

Children take part in role-play and discussions and then present reports to the rest of the class. Children learn about other places through reading stories with settings in different places and in different landscapes. They make outside visits. They engage in a wide variety of problem-solving activities.

Wherever possible, we involve the children in 'real' geographical activities, e.g. the research of a local environmental problem.

Geography explores the relationship between the Earth and its people through the study of the physical and human features of Earth, the influence of the environment on human behaviour and lifestyles and the natural resources people use.

At Ellwood Community Primary School Geography involves:

- Undertaking fieldwork in the local area and places further afield in the UK
- Comparing and contrasting land-forms, land uses, weather, seasons and ecosystems
- The use of secondary sources to obtain geographical information, e.g. photos, books, CD-ROM, videos
- Following directions using positional and directional language, also using these to direct others
- Expressing and evaluating views on the attractive and unattractive features of the environment, e.g. tidiness, noise, building on greenbelt land
- Naming the physical features of places, e.g. mountain, sea, beach, factory, valley
- Using developing language to talk about their work e.g. route, scale, tide, erosion, climate, temperate, continent
- Developing geographical skills of making observations and measuring, recording observations through maps, talk, and writing, taking photographs, sketches and diagrams
- Using maps, globes, atlases and interpreting photographs
- Help the children appreciate the variety of responses to the same basic needs (ethnic, cultural and economic) and to imagine what it might be like to experience life in other places

## **Health and Safety**

At Ellwood Community Primary School children are taught...

- Safe practices in the field and how to achieve them
- How to use equipment in accordance with health and safety guidelines
- To behave considerably and responsibly, showing respect for other people and their environment whilst on trips outside the classroom

Teachers...

- Ensure risk assessments are completed before any field trips are agreed
- Discuss all planned trips with the Headteacher
- Ensure adequate supervision is organised for all field work

## **Equal opportunities**

All children are provided with equal access to the Geography curriculum. We aim to provide suitable learning opportunities for all children regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability. Mutual respect and tolerance for all cultures will be promoted through the study of Geography.

## **Marking and Presentation**

Teachers will follow the school's marking policy when marking pupil's work. Presentation of pupil's work in Geography should be in line with school expectations.

## **Assessment**

In the EYFS children are assessed throughout the year using the Early Years Outcomes/Development Matters age bands. At the end of the year they are assessed using the Foundation Stage Profile, as emerging, expected or exceeding in the Understanding the World Early Learning Goals. This information is reported to parents at the end of the Reception year.

In KS1 and KS2 pupils are assessed using the National Curriculum for Geography. Teachers assess the children's progress in geography by making informal judgements whilst observing them working. Once the children complete a unit of work, we make a summary judgement of the work for children and consider whether they have yet to obtain, obtained or exceeded the expectations of the unit. Class teachers keep the children's Geography work in the topic folders/books. We record assessments on Insight Tracking and use these to plan future work.

## **Resources**

All project topics have resource boxes containing a range a resources to aid the teaching of that subject. Resources are audited annually and reviewed through discussion with teachers.

## **Role of the Co-ordinator**

- Produce and update the Geography Policy
- Produce the Geography development plan with realistic and developmental targets
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment
- Renew, update and complement resources needed to deliver the curriculum, within budget restraints
- To attend relevant in-service courses and feedback to staff new information and ideas
- To monitor Teaching and Learning
- Build an assessment portfolio

## **Monitoring and Evaluation**

The Geography Coordinator, alongside the Senior Management Team, is responsible for monitoring curriculum implementation through book scrutiny, planning sampling, lesson observations, pupil conferencing, staff meetings and resource audits.

## **Review**

The Geography Policy will be reflected in our practice.  
The policy will be reviewed in September 2023.