





Chapel Street
Community Primary School

Geography Policy

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Signed by Headteacher	Ella Hughes	
Signed by Chair of Governors	Tim Wheeler	

Document control	
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Written by	Geography Lead & Curriculum Lead
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Main amendments as part of this review / update	<ul style="list-style-type: none"> Updated with changes to whole school Curriculum.
Links to statutory guidance	<ul style="list-style-type: none"> Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five The National Curriculum in England – Key Stages 1 and 2
Links to non-statutory guidance	<ul style="list-style-type: none"> The Key – model policy advice https://www.oxford-grove.bolton.sch.uk/information/curriculum/ Model policy
Other documents / resources used in the writing of this policy	<ul style="list-style-type: none"> N/A
Related policies	<ul style="list-style-type: none"> Teaching and Learning Policy Feedback and Marking Policy Assessment Policy SEND policy



Vision & Missions statement

Making a difference and achieving excellence for every child.

School values

- Growth – *We go beyond what is expected to continually improve standards and deliver ambitious outcomes.*
- Respect – *We do the right thing for our children.*
- Inclusion – *We care about people as individuals.*

You can find out more about school on our website: <https://www.chapelstreetprimary.co.uk/>

If you have any questions about the content of this policy:

- If you are a member of staff – speak with your line manager or a member of the leadership team
- If you are a parent / carer – contact the school office on 0161 224 1269
- If you are another interested party – contact the school office on 0161 224 1269

Justification

At Chapel Street, geography will inspire in pupils a lifelong curiosity and fascination about the world and its people. We will encourage them to develop respect and concern for all people, including those whose heritage, culture or religion is different from their own. As pupils progress, children will increase and deepen their understanding of geographical features and discover the impact of human and physical activities upon the planet. We will help children to reflect upon their own impact on the earth and encourage them to develop an interest in taking care of the world and its resources. The curriculum that we offer meets the needs of the diverse community within the school and allows children to understand that even though we are from different communities we are all still equal.

Intent

1. To stimulate children's interest and to help foster a sense of wonder in the world around them including the physical and social conditions in different parts of the world.
2. To help pupils acquire a wide range of geographical knowledge and skills to enable them to understand the relationship between Earth and its people.
3. To help pupils understand that the character of places derives from the interaction of people and environment, by increasing their knowledge about the location of the physical and human features of the Earth and the processes, systems and interrelations that create and influence them.
4. To develop pupils' knowledge of the location of different places including their physical and human characteristics and how these provide context for understanding their geography.
5. To develop an appreciation of the how and why human actions change the environment locally, nationally and globally.
6. To enable children to understand how the Earth's features are shaped, the processes that give rise to key physical and human features of the world and how they change over time.
7. To develop concern, respect and a sense of responsibility towards the global community and how we can contribute to be an inclusive community.
8. To develop the geographical skills needed to collect and analyse information gathered through first hand experiences of the environment and to carry out geographical enquiries.
9. To enable pupils to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and recording.
10. To use geography to develop pupils' thinking skills, skills in literacy, numeracy and ICT and to promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.

Implementation

1. Geography in this school will be underpinned by the study of real places and discovering how the people living there are influenced by and affect the environment of those places.

2. We will develop pupils' knowledge and geographical understanding by first immersing them in the area where they live and then by gradually widening their horizons and increasing their awareness of their town, their region, their nation, other lands and continents.
3. Teaching and learning will use exciting first-hand experiences, imaginative resources and ICT to build pupils' knowledge about different places, peoples, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
4. In Early Years, our curriculum is written in accordance with the 'Statutory framework for the Early Years Foundation Stage' and Development Matters. The curriculum area of Geography is within the Understanding of the World area of learning. Understanding the World in Reception, is taught in group carpet sessions, with shared discovery time, exploration and independent responses to the stimuli. Across the Early Years, children have access to a variety of resources to support continued exploration, investigation and discussion during continuous provision.
5. We use the National Curriculum as the basis for our planning in Geography. The NC programme of study will be adapted to suit our local context and make them relevant for the children. The scheme of work is designed so that pupils are increasingly challenged as they move through the school. Long-term, medium-term and short-term planning is provided to ensure teachers have clear end points, are aware of prior knowledge and have a bank of suggested activities to engage children.
6. In this school fieldwork and first-hand experience will be fundamental to the teaching and learning of geography and where appropriate, all pupils will be given the opportunity to go out into the local and wider environment to research and discover the world in which they live.
7. Research projects in geography will be linked to other core and foundation subjects, particularly history, RE, art and science and meaningful connections will be made as pupils increase their knowledge, skills and understanding of the world.
8. Children will study climate issues across the world through the use of secondary sources including maps, videos, photographs, school links, visiting speakers and relevant topical news items.

Impact

Geography will be fun and it will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It will increase their knowledge and understanding of the world and it will be used to promote excellence and enjoyment. It will be linked with other subjects and it will have a strong presence in the ethos of the school through art, displays, performances, music, drama and assemblies. We will make the world our classroom to enrich the lives of our pupils.

Cross Curricular Links.

We will identify opportunities to develop our geographical knowledge during our Literacy lessons by using specific vocabulary and resources such as topical books. Mathematical skills will be developed through their accurate application during specific geographical tasks. Opportunities to use ICT in ways that will enhance children's learning in geography are indicated in several themes and links will also be made between geographical skills and those in other curriculum areas where appropriate.

Planning.

Learning objectives are taken from the National Curriculum Programmes of Study for geography and the 'statutory framework for early years foundation stage' and 'developmental matters' documentation are used to support planning in EYFS for Understanding the World area of learning. The long-term planning is fixed as are the medium-term plans within it. The units taught in Reception cover the local area, and each year children are exposed to a greater understanding of the wider world. In Year 6, children apply their knowledge of the world whilst exploring key issues such as deforestation and climate change. The medium-term plans give detailed information about what should be taught in each topic and which National Curriculum objectives this covers. From this planning, teachers are provided with medium-term and short-term planning to support their teaching of each unit. Each year, a Geography Super Learning Day is used to celebrate Geography while exploring topical Geographical features, and showcase to parents the love of Geography at Chapel Street.

Recording & Assessment.

Assessment of the quality of children's work and rate of progress will be through teachers' careful observations, pupil discussion and marking of children's output. Teachers will assess the quality of children's work and assess it using unit end points alongside formative assessment during geography lessons. This data will be recorded as 'Met' or 'Has not met' each term. For children in EYFS, they will be assessed using the Early Years checkpoints and 'Early Years Foundation Stage Profile' criteria. Assessments will be on-going throughout the year in this phase. See the Early Years policy for more information.

Resources.

General resources such as atlases and books are stored in the Geography Resource Cupboard outside the gym hall. Each class will display a World map suitable to the year group on the wall at the children's eye level. Resources will be updated through annual audits.

Professional Development.

It is important to recognise any particular difficulties staff may have in delivering the curriculum and an annual review will determine any co-ordinator input or INSET which may be required.

SEN and Equal Opportunity.

Our school will aim to provide for children with Special Educational Needs at both ends of the spectrum with a curriculum that is inclusive and which meets the needs of all children through differentiated activities. Activities during lessons will be differentiated to meet the needs of the particular children in the class and differentiations will be indicated on teacher's plans. We will ensure children from all gender, race and ability groups are included and motivated through a range of teaching styles and experiences.

Children with English as an Additional Language.

We will try to ensure that children who have English as a second language have adult / peer support in class to enable them to gain the knowledge, understanding and skills set out in the Programmes of Study. International New Arrivals will be supported by an LSA where possible.

