

GEOGRAPHY POLICY

RATIONALE

A high-quality geography education should inspire pupils' curiosity and fascination about the world and its people, which will remain with them for the rest of their lives. Geography teaching at Tickhill Estfeld Primary aims to 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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

AIMS

At Tickhill Estfeld Primary School our aims are that:

- Children develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Children understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Children are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

OBJECTIVES

The scheme of work is built around the EYFS curriculum and the Key Stage 1 and Key Stage 2 Geography curriculum and thus ensures that progression will be at the core of planning, teaching, and learning over their time at school.

CURRICULUM

Through careful planning and preparation we aim to ensure that throughout the school, children are given opportunities for:

- practical activities and games
- individual, group and whole class discussions and activities
- open and closed tasks

Our school scheme of work is a working document and as such is composed of ongoing plans produced on a week by week basis. This is developed from The National Curriculum 2014 and the new EYFS curriculum in 2021 and takes into consideration the needs of our children. Throughout the whole curriculum, opportunities exist to extend and promote mathematics and literacy. Teachers seek to take advantage of all opportunities, including planning opportunities for children to practise and apply their basic skills in these sessions.

ENTITLEMENT

In KS1, pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In KS2, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

HEALTH AND SAFETY

Teachers will assess risks and assure adequate supervision for all activities undertaken within Geography lessons.

ROLE OF CO-ORDINATOR

- Ensure teachers are familiar with the curriculum and help them to plan lessons
- Lead by example in the way they teach in their own classroom
- Prepare, organise and lead INSET, with the support of the Headteacher
- Work co-operatively with the SENCO
- Observe colleagues from time to time with a view to identifying the support they need
- Attend relevant courses (where appropriate) to keep up to date
- Discuss the progress of implementing the curriculum in the school regularly with the Headteacher.

Rachel Woodward,
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