



## **Geography Policy Statement**

At Corvedale Primary School, we value Geography as an important part of the National Curriculum. The purpose of geography teaching here is to inspire children's curiosity and interest to explore the world in which we live and its people that will ignite a love of learning. We aim 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.

To stimulate children's interest, we begin to learn about their locality; carefully exploring human and physical geographical features through fieldwork. Children then build upon their knowledge by comparing their life here in south Shropshire to other parts of the United Kingdom and the rest of the world. As pupils progress through school, 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. Children need to know and understand how the Earth's features at different scales are shaped, interconnected and change over time.

### **Aims**

Our teaching aims to ensure that all pupils:

- 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
- 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
- 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, aerial photographs, and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Teaching and Learning**

At Foundation Stage pupils learn about their world through the 'Knowledge and Understanding of the World' area of development. Geography is taught through topic work.

At KSI, pupils have the opportunity to develop knowledge about the world, the UK and the local area. They use 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 doing this, they have the opportunity to ask geographical questions about people, places and environments and use geographical skills, and resources, such as maps and photographs.

At KS2, pupils have the opportunity to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They can develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. In doing this, they have the opportunity to ask geographical questions and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT.

Geography is taught through a rolling planning cycle in KS1 and KS2 following the attainment targets set out in the National Curriculum 2014. Our main resource for planning Geography units is Oddizzi, an e-learning resource. We use the scheme of work from this resource as a guide to plan units of Geography learning.

The children's individual Geography work is presented in exercise books.

### **Fieldwork**

Fieldwork is integral to a good geography curriculum to enable children to base learning on first-hand experiences. Therefore, teachers are encouraged to consider the opportunities available in the local area to enhance their topic and children's skills and knowledge and enable them to explore the world around them.

Wherever the possibility arises, children go on visits to enrich and extend their learning and fieldwork skills. In addition, all children can experience frequent forest school activities which enhance geographical learning.

### **Accessing the Geography Curriculum**

In all classes there are children of widely different abilities in Geography, and all children must be given opportunities to show their knowledge and skills. We aim to provide suitable Geography learning opportunities for all children by matching the challenge of the activity to the needs of the child.

We achieve this by:

- Setting common tasks
- Setting tasks with extensions and challenges
- Providing resources to scaffold and support learning
- Teaching assistants supporting children either individually or in groups to scaffold their knowledge and development of skills

### **Resources**

Our main resource for planning Geography units is Oddizzi, an e-learning resource and community that immerses children in the real world. Oddizzi offers a user-friendly resource to pupils and teachers and the content is pitched at a level appropriate enough to engage and challenge pupils about geography.

We have adequate resources in our school with support from the internet (e.g. Google Earth, Digimap subscription) and project packs from the Shropshire School's Library Service, to be able to teach all the Geography topics. In the library we have a small supply of Geography topic books.

### **Assessment and Recording**

We assess children's learning in geography by using formative assessment throughout each lesson to make informal judgements. On completion of a piece of work, teachers assess the activity and give feedback as necessary. At the end of a topic, the teacher makes a summary judgement about the work of each child, whether they are working towards, have met or are exceeding the skills and knowledge needed for the year group. We use this as a basis for assessing the progress of the child at the end of the year.

Autumn 2020

This policy statement will be reviewed in 2022 or in the light of new legislation.

Signed J M Brough

Headteacher

Signed J Edwards

on behalf of the Governing Body