



MABLETHORPE PRIMARY ACADEMY

'Be inspired'

Geography Policy in Practice

"I am learning about my place in the world and how to care for it."

Vision

Our geography curriculum at Mablethorpe Primary Academy will inspire in pupils a curiosity and fascination about the world and its people that will result in a life - long appreciation ensuring we respect and care for it for future generations.

Our Aims

- To stimulate the children's interest in their surroundings and in the variety of human and physical conditions in the Earth's surface.
- To foster the children's sense of wonder at the beauty of the world around them
- To help to develop an informed concern about the quality of the environment and the future of the human habitat
- To thereby enhance the children's sense of responsibility for the care of the Earth
- To provide opportunities and enable pupils to acquire geographical skills to collect data and present information to tackle topical geographical issues
- To provide the use of ICT to aid geographical investigations
- To provide opportunities for pupils to value diversity of other cultures and challenge racism

Organisation of the curriculum.

Early years

Curriculum Early Years Within the Early Years Foundation Stage, geography is included as part of Knowledge and Understanding of the World The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing geographical understanding. This is set out in the early year's curriculum as children needing to:

- Observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;

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- Find out about their environment, and talk about those features they like and dislike.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

The curriculum for geography, has been devised on a two year rolling programme to ensure all areas of the geography curriculum are taught in depth. Teachers will be expected to follow the skills progression map set out by subject coordinators which will be evident in the long and medium term plans. Short term plans will be written by the class teacher.

Risk Assessment

When undertaking out of school activities, all health and safety guidelines will be complied with. Before undertaking a field trip, teachers are encouraged to visit the proposed area of study and fill in a risk assessment form. Class teachers will be expected to upload their risk assessments using EVOLVE IT package. If teachers are *Created by:*

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unsure of how to complete the relevant forms, forms from earlier visits are held centrally or previous visits. Staff are also encouraged to fill out the evaluation of trips using EVOLE to ensure we are providing accurate feedback of fieldtrips.

Educational Visits

Teachers are encouraged to offer pupils at least one educational fieldwork visit per year if possible. Whilst engaged in fieldwork the children are expected and encouraged to behave in a responsible and caring manner. This applies to the people they will be meeting, the geographical equipment they will be using and will be encouraged to create an awareness of their impact upon the environment studied. The school will use its charging policy for distant fieldwork and visits.

Progression

Subject coordinators for Geography are expected to map out the progression of skills for geography teaching which is to be followed by the class teacher. Skills progression should be highlighted termly for the subject coordinator to monitor.

Monitoring

Monitoring will be undertaken in the following ways;

1. analysing the pupils' work
2. talking with the pupils alongside their work
3. lesson observations
4. talking with teachers and looking at short and medium term plans.
5. talking to children about the career choices open to them through their work in geography.
6. looking at skills progression maps to see teacher coverage.

Resources.

Most available resources for Geography are stored in the classrooms for each year group in which a topic is studied. There is also a range of atlases available throughout the school. The resources for Geography are constantly being reviewed and will be supplemented and extended as funds allow.

Equal Opportunities and SEN.

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We aim to offer equal opportunities to all children, giving them all access to the geography curriculum and ensuring that the work is at a level suitable to their ability. Differentiation will be by resources provided, level of support given or by outcome. Every effort is made to ensure that gender, race, age and class stereotypes are not reinforced through the resources and information presented to the children in the areas they study.

Racism and inclusion

The coverage through contrasting overseas localities such as Kenya in key stage 1 and Italy and America in Key Stage 2 can provide effective learning opportunities for pupils to value diversity and challenge racism. They focus on helping pupils understand and appreciate aspects of cultural difference, context and change, while challenging and extending their perceptions of themselves and other people.

The national curriculum makes the following statement about the importance of geography:

'As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.'

Ref: <http://www.qca.org.uk/1579.html>

Through the programmes of study of Knowledge and understanding of environmental change and sustainable development and knowledge and understanding of places, children at Mablethorpe Primary Academy School learn to appreciate the rights and responsibilities that we have to each other as part of the local and global community as well as providing opportunities for pupils to recognise their own and other peoples impact upon the environment.

Carers and Aspirations

At the start of all geography lessons, children will be reminded of what the subject is that is being taught. Children will also have a brief discussion during each lesson, either at the start or end about the reasons why it is important to study geography. Children will be exposed to a wide range of carers that involve geographical thinking and

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application of the skills that they have achieved through their geography programme of study.

Spiritual, Moral and Cultural Development and PSHE

We believe *Geography* can make an important contribution to these areas of a child's development. *Geography* helps children to link their experiences and environment to that of the wider world. This provides an opportunity to consider their own attitudes and values' and those of other people. This may lead to a greater understanding and tolerance of others. *Geography* can also help to foster a sense of wonder at the beauty of the world and help to develop respect for the environment and encourage the children to evaluate their own

and others' effect or impact on it. *Geography* contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to issues such as poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Links with other curriculum areas.

Geography provides appropriate and real reasons for using English and Maths skills, ICT, maps and secondary sources. *Geography* can provide a relevant and interesting framework for these studies. With a greater emphasis now being placed on responsibilities to ourselves and to the world in which we live in, during our PSHE curriculum, our geography curriculum supports this also.

The contribution of Geography to other subjects

English

Where possible stories, particularly in foundations stage and Key Stage 1 will provide a starting point for children to engage cognitively, physically, emotionally and imaginatively

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with places studied in geography. We will use geography to aid us with our story telling throughout all key stages, for example:

To help focus on the importance of place throughout stories.

To establish the setting of a story.

To identify the features of a place that may aid or act as a barrier to the action in the story.

To acknowledge that everything happens in a place.

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing geographical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Mathematics

Geography teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of co-ordinates and learn how to interpret information presented in graphical or diagrammatic form e.g. Bar charts and pie charts to show the rainfall and temperature in both local areas and contrasting areas in both Key Stage 1 and 2.

Information and communication technology (ICT)

We use ICT in geography teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in geography at both Key Stage 1 and 2. Children use ICT in geography to enhance their skills in data handling and in presenting written work, and they research information using launch pads with geographical web links set by the teacher in a safe secure manner. Children have the opportunity to use the digital camera to record and use photographic images.

Review

The Geography policy is reviewed on a regular basis as part of our ongoing curriculum monitoring programme unless national initiatives deem it necessary to review it earlier. The Academy Council will work alongside the Co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.

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