



Rivington Foundation Primary School Geography Policy 2019-20

Our Vision:

At Rivington Foundation Primary School we believe that every child's potential is without limit – we grow together. At the heart of our school, all individuals have **limitless** opportunities to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock **limitless** potential for all in our community. Through nurturing and trust, we can open **limitless** doors to exciting new adventures, challenges and experiences to spark **limitless** dreams for every child.

Our Curriculum Vision

At Rivington Foundation Primary we believe **great learning opens doors and expands horizons.** A love of learning is the greatest gift a school can bestow and should help all its children become the very best that they can be; developing a thirst for knowledge, crafting responsible citizens and building learning habits of mind that will last them a lifetime!

Intent Statement:

Geography inspires a curiosity and fascination about the world from an early age giving pupils a coherent, cohesive understanding of the world and the interconnectedness of humans and the physical environment so that they may appreciate, understand and feel part of the world they live in at a local, national and internationally level.

Policy Statement:

Geography raises and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills to be applied both inside and outside the classroom.

Geography provides a focus within the curriculum for understanding and resolving the issues concerning the environment and sustainable development.

Geography allows pupils to encounter different societies and cultures leading them to realise how nations rely on each other.

Geography can encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Aims:

The aims of geography are:

- To inspire in pupils about the world and its people that will remain with them for the rest of their lives.
- To provide pupils with knowledge about diverse places, people, resources and natural and human environments.



- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To obtain Geographical knowledge, understanding and skills.
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

Curriculum Implementation:

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 historical understanding.

	Autumn		Spring		Summer	
	1	2	3	4	5	6
Topic A	Houses and Homes	Colour my world	Traditional Tales	People and our roles in the community	Animals	My amazing World
Topic B	All About Me	Toys	Food	Change and Growth	Journeys	Bears

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;
- 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.

Geography Teaching

When teaching Geography we provide an opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage 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 as well as some writing.

Mixed Classes

We use the national scheme of work as the basis for our medium-term plans. This gives details of each unit of work for each term. For detailed progression we use the Lancashire Scheme of Work and Connect Geography. The main resources we use are the Geographical Society Materials. As much as possible, we enrich the subject using artefacts/primary sources, visitors and fieldwork. As we have mixed classes, we provide suitable learning opportunities for all children to ensure they receive full coverage of the subject.

Impact:

Assessment and Recording

The assessment of children's work is on-going to ensure that the understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Monitoring

Geography will be monitored by the Geography Co-ordinator who will also collect samples of evidence of the work being produced in each classroom. Geography books and planning will be monitored to ensure the subject is being taught effectively and that the children are making good progress.



Review

This policy will be reviewed within the next year or before if there is a change in the curriculum.

Created by: Sarah Annette October 2019

To be Reviewed: October 2020