

GRAND AVENUE PRIMARY AND NURSERY SCHOOL

A Policy for Geography

Contents

1. Philosophy/Aims
2. Time Allocation
3. Planning
4. Assessment
5. Responsibilities
6. Staff Development
7. Resources
8. Equal Opportunities
9. SEN
10. Fieldwork
11. Appendix – Standards in Literacy

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Initial statement

Geography at Grand Avenue Primary and Nursery School aims to inspire a curiosity and fascination in pupils about the world and its people, that will remain with them for the rest of their lives. Pupils are equipped 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 helps 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

To ensure that;

- The geography curriculum is effectively implemented.
- Children are able to apply and develop key skills through a broad range of tasks and experiences.
- Staff are aware of and confident to teach geography as set out in the National Curriculum and Programme of Study.
- Children develop their knowledge and understanding of geography.
- Standards in numeracy and literacy are raised through cross curricular opportunities.
- Geography lessons are enjoyable, relevant and engaging.
- Children have the opportunity and enjoy learning collaboratively.
- An awareness of the child's surroundings and the variety of physical and human conditions through the world is fostered (where possible through first-hand experience).
- An informed concern about the quality of the environment and the future of the human habitat is developed.
- A sense of responsibility for the care of the earth and its people is enhanced.
- Children develop a sense of identity through learning about the UK and its relationship with other countries.

Time allocation and organisation

The Nursery and Reception classes follow the Early Years Foundation Stage Curriculum. This divides the curriculum into seven areas of learning. The geographical content is included within Knowledge and Understanding of the World section.

In Key Stage 1 and 2, at least eighteen hours of curriculum time are specifically allocated to the teaching of Geography per year. Each year group chooses how they organise the teaching of Geography, as long as the content of The National Curriculum and the Geography Programme of Study is taught to all pupils.

Planning

Planning is undertaken by each year group using the National Curriculum and school Programme of Study. The Programme of Study shows concepts, skills, content and vocabulary ensuring progression across the school.

A detailed medium term plan for the unit is created using the agreed proforma.

Planning incorporates cross curricular links wherever possible, which is indicated on the year group termly curriculum overview.

Learning outcomes in each unit show how children can demonstrate what has been learnt within each unit. The work the children record serves as a record for coverage, attainment and progress.

Assessment

Throughout the year, class teachers assess the work undertaken by each child against the end of year Key Performance Indicators (KPIs). At the end of the school year, a record is made indicating whether the pupil is emerging, has met expected standards or is working at greater depth. This proforma is kept on the school system and is available for the receiving teacher and Geography Coordinator.

The Role of the Coordinator

The coordinator will be responsible for:

- Creating an annual action plan.
- Analysing data to support staff and inform action plan.
- Organising, selecting and storing evidence of geographical study.
- Co-ordinating assessment procedures.
- Advising and evaluating the needs of staff and assisting colleagues in using the Programme of Study and creating medium term plans.
- Ensuring the Programme of Study is reviewed and updated regularly.
- Ensuring resources are available to support the teaching of geographical skills.
- Liaising with outside advisory teams and other agencies.
- Ensuring all staff are aware of new initiatives or ways of working.
- Reporting on geography to the headteacher, staff, parents and governors.
- Attending relevant INSET and CPD opportunities.
- Support staff in the organisation of geography based school trips and fieldwork.

The Role of the Governors

The identified governor will be responsible for:

- Becoming familiar with the issues surrounding this policy.
- Agreeing the policy, revisions and amendments.

- Evaluating the success of the policy through visits to school.
- Supporting the implementation of the policy.
- Ensuring funding to support this policy is considered during the budget setting process.
- Having a clear view of strengths and areas for development.
- Attending relevant training.
- Ensuring that this policy is fundamental to relevant decision making.

Staff Development

The staff development needs are met by the coordinator through leading staff meetings and INSET. Needs are identified through learning walks, book looks, monitoring arrangements and discussions with staff members. Courses are available for teachers to attend either through AfC or other providers.

Resources

In EYFS, KS1 and KS2, specific topic resources are located in the individual classrooms. General resources are located in a central area.

The School Library contains a wide variety of reference books to support the teaching of geography and children have access to these materials on a weekly basis.

Maps and globes are available in all classrooms to promote key skills and develop basic knowledge of geography.

Resourcing needs are regularly updated and new resources are obtained to meet the needs identified by the coordinator and staff. This includes appropriate and useful websites.

Equal Opportunities/Entitlement

All children have equal access to the Geography Curriculum, irrespective of race, gender, class or ability. The school ensures that:

- All children cover the content which is statutory within the National Curriculum/Foundation Stage Curriculum.
- Children access the curriculum at the appropriate level through differentiation.
- Suitable resources and learning environments will be made available.

Special Educational Needs/More Able Pupils

Provision for children with SEN will be made in consultation with the SENCO. These may include differentiated activities and access to appropriate reference materials. More able children will similarly have their needs met through extension and challenge.

Fieldwork

The importance of first-hand study is recognised; hence, regular and purposeful fieldwork will be incorporated into planning. Progression has been recognised by beginning fieldwork on the smaller local scale with our younger children and gradually increasing the distance from school, the size of area covered and the depth of study encountered.

For example:

- School Grounds.
- Immediate vicinity of the school (local streets, shopping parade, local community).
- Local area (nearby town, contrasting areas reached in a short time).
- Distant places (longer travel, contrasting areas, residential trips).

Within their fieldwork experiences, the children will be given opportunities to practise some of the skills of investigative work e.g. thinking about questions to ask about a topic and ways of finding out the answers.

Appendix A

Standards in Literacy

Curriculum targets for literacy apply to all subject areas.

To ensure high standards in all written work and promote the aims of the school in all subject areas by -

- Highlighting the importance of higher order writing skills.
- Providing opportunities to develop speaking and listening skills.
- Ensuring the correct use of grammar is a high priority in all written work.
- Developing positive cross curricular links between Literacy and other subject areas.