

# School Policy for Geography



## Our Vision

We are a family-orientated school where everyone is welcome, a place where we strive to provide the best possible education in a caring Christian environment; an education that allows everyone to flourish and have the confidence to make a positive contribution. We seek to develop the individual strengths of everyone within our school community, where each unique personality can be recognised and valued.

Our Christian values underpin everything we do: Thankfulness, Kindness, Forgiveness, Fairness, Friendship, Trust, Hope and Inclusion are key priorities for all pupils and adults in our school.

## 1. Introduction

- 1.1. Geography is about the study of places, the human and physical processes which shape them, and the people who live in them.
- 1.2. Geography helps us to understand the ways of life and cultures of people in other places.
- 1.3. This policy outlines the purpose, nature and management of Geography taught at Uffington School.
- 1.4. This policy reflects the consensus of opinion of the teaching staff and has the full agreement of the Governing Body.
- 1.5. The implementation of this policy is the responsibility of the teaching staff.

## 2. Entitlement

- 2.1. Geography is a foundation subject of the National Curriculum.

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2.2. All children are taught geographical skills and knowledge, through the study of places and themes, as outlined in the programmes of study in the National Curriculum.

### 3. Aims

The national curriculum for geography 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.

We also aim to

- develop skills of enquiry and geographical thinking and questioning.
- develop the ability to use geographical knowledge to answer and explain a geography line of enquiry.

### 4. Implementation

4.1. Throughout the school, the children study their own locality. The area expands as the children's understanding of geography increases. Opportunities for fieldwork are incorporated into teachers' planning.

4.2. Geography provides opportunities to develop the skills of English, Mathematics and ICT. Such opportunities are identified and incorporated into medium and short term plans for Geography.

4.3. The four aspects of geographical skills: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geography Skills and Fieldwork are taught within themes and studies of places. However, map skills may be taught separately as appropriate.

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4.4. In Key Stage 1, children are given opportunities to develop knowledge about the world, the United Kingdom and their locality. They are taught 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.

4.5. In Key Stage 2, pupils are provided with opportunities 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 develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

4.6. In the Foundation Stage work in Geography is planned according to the objectives set out in the Early Learning Goals. Geography makes a significant contribution to the ELG objective of developing Knowledge and Understanding of the World.

4.7. Children have opportunities to use globes, atlases, a range of maps, aerial photographs and equipment for measuring and recording.

4.8. Children throughout the school are encouraged to use the correct vocabulary when describing places and geographical processes.

4.9. Information and Communications Technology is used to support teaching and learning in Geography throughout the school; this includes the use of geographical software and data handling packages, programmable robots, Logo, the Internet and digital photography.

4.10. All geographical activities are planned to encourage full and active participation by all children, irrespective of ability.

4.11. In the study of distant localities, our focus is upon the lives of real people and families in order to avoid stereotyping.

## **5. Assessment and Recording**

The child's understanding of the geographical themes and skills is assessed by the teacher through observation and discussion. Progress in Geography is reported to parents annually as part of the Individual Report.

'Get set' questions are asked at the beginning and end of a unit of work to show the children's progression of knowledge throughout their study.

## **6. Monitoring and Review**

The Headteacher and staff will review this policy biennially. Any suggested amendments will be presented to the Governing Body at their first meeting following review.

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Policy reviewed	March 2024
Next Review	March 2026