



# William Gilpin Church of England Voluntary Aided Primary School

## Geography Policy

<b>Approval</b>	Board of Governors	<b>Chairman</b>	Tim Skinner
<b>Headteacher</b>	Simon Croutear	<b>Ratification</b>	Curriculum Committee 07.05.24
<b>Date of last review</b>	Nov 2019	<b>Date of this review</b>	May 2024
<b>Date of next review</b>	May 2029 (5 years)	<b>Maintenance</b>	Headteacher

# William Gilpin Church of England VA Primary School

## Geography Policy

### **Aims**

At William Gilpin CE VA Primary School, our aims reflect those within the National Curriculum as outlined below.

### ***Purpose of Study***

*A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, 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. 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. (National Curriculum, 2014)*

### **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. (National Curriculum, 2014)*

At William Gilpin CE VA Primary School, geography is learnt as part of the Topic Based Curriculum. We make the best use of the local environment to develop geographical skills, knowledge and understanding taught together within the context of a real place so that our children value their local area and feel connected to it. Each geography topic contains three or four of the national curriculum sections within it; local geography, place knowledge, human and

physical geography, geographical skills and field work. Through these topics children develop a sense of place and how people interact within it.

## **Teaching and Learning**

In geography we follow the Hampshire Model, where each lesson or sequence of lessons is based around a geographical enquiry, beginning with a hook which inspires our children to be curious. From this, a question is posed which our children brainstorm to review what they already know before they investigate and deepen their knowledge and understanding through experience. As a result, our children are able to describe and explain; people, pattern, places and processes (the 4 Ps). Where cross curricula links exist between geography and the other subjects these are used to enhance and develop the children's understanding.

Because we have mixed age classes, medium term planning is organised on a two/ three-year rotational cycle. By doing so, we ensure that children have complete coverage of the National Curriculum.

## **Progression**

As children move through the school, the expectations in geography evolve and develop becoming increasingly more challenging but at the same time building upon prior learning.

In each aspect of geography teaching and learning takes account of the developmental age and stage of the children. Their contextual and world knowledge starts with simple locational knowledge especially within their local environment, moving through to the UK and wider world, with the expectation that by the end of KS2 they will have a more detailed and extensive framework knowledge of the world.

In their geographical enquiries children ask and answer questions developing their ability to work independently and express their opinions as well as appreciate the points of view of others. Through the key stages pupils' map knowledge, map vocabulary and map skills become increasingly more complex as their confidence and understanding advances.

In their fieldwork, simple observations with conclusions develop into ones which can be evidenced, explained and compared and then ultimately evaluated as pupils evolve as geographers.

## **Foundation Stage**

In the Reception Class, geography is an integral part of the topic work covered during the year as Knowledge and Understanding of the World. As the Reception Class is part of the Foundation Stage of the National curriculum, we relate the geography aspects of the children's work to the objectives set in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

## **Inclusion**

Everything reasonable will be done to ensure that children with disabilities and SEN have as full an access to the geography curriculum as possible.

Additional funding is made available to ensure children from all backgrounds have access to field trips including residential visits and extra curricula activities.

## **Health and Safety**

The school benefits from the use of Hampshire's EVOLVE service which provides effective approval structures via the system for educational visits and outdoor activities.

- *Ensuring the safety and security of your children and young people through recognised and effective safety management systems, for outdoor education, PE and sport, and DofE*
- *Ensuring good management, high-quality learning and personal development*
- *Offering access to recognised, effective and high- quality training and support*
- *Confidence and peace of mind whilst school staff are leading off site and educational visits (EVOLVE)*

The guidelines issued by the Department of Education are followed and risk assessments are completed by teachers and counter-signed by the headteacher before being shared with staff and submitted to EVOLVE according to the system.

## **Impact**

In order to monitor the impact of the quality of education within Geography we use a number of approaches. Learning walks, work scrutinies and fieldwork reviews are used to assess how children are progressing towards the National Curriculum attainment targets in addition to assessing the quality of teaching in the subject.

We aim to collect a broad range of evidence to monitor the impact of geography at William Gilpin CE VA Primary School. Below is a list of forms that evidence may be collected.

- Learning walk/work scrutiny summaries
- Photographic evidence
- Samples of children's work
- Interviews or focus groups with children or staff

In addition to the above, we also assess children's progress against the National Curriculum at several points throughout the year. Teachers assess children's understanding through formative assessment in the classroom and foundation subject conferences with children. Reporting statements are used to ensure we assess children against key areas within the geography curriculum, these are reflective of both knowledge and skills. Parents receive this information in an annual written report in the summer term.

## **Monitoring and Review**

This policy will be monitored by the Headteacher and Governors. It will be evaluated and updated using the views of pupils, parents, staff and Governors to make improvements, during the Summer Term of 2029 or in the light of new legislation.

## **Policy Version History**

<b>Date</b>	<b>Comments / Reviewed:</b>
May 2024	Policy reviewed by Simon Croutear