



Easingwold Primary School Geography Policy

Rationale

We want all children at Easingwold Primary School to develop a curiosity, fascination and appreciation for the world and its people. Pupils will develop their knowledge of different places and environments; from those on their doorstep to those at the other side of the world. Children will have opportunities to make sense of their surroundings and the wider world by studying the ways in which human and physical processes impact places. They will develop a range of geographical skills in the classroom as well as make their learning memorable and purposeful by undertaking fieldwork. Geography at Easingwold Primary School will inspire children to think about their own impact on the world and their rights and responsibilities to other people and the environment.

Aims

At Easingwold Primary School, we aim to ensure that, through effective teaching of Geography, children will:

- Develop a sense of place.
- Develop skills in investigating physical and human features.
- Increase their knowledge and understanding of the physical and human geography within their local area and the world and understand how these all relate to one another.
- Develop an awareness that the world extends beyond their own environment.
- Develop their competence in specific geographical skills (such as use of maps, collecting information, using secondary sources, ICT, aerial photographs, data logging equipment and considering evidence from a range of sources).
- Develop a sense of responsibility and respect for their school grounds, earth, its people and its resources.

Curriculum

When planning Geography, teachers use the 2014 National Curriculum objectives to aid planning. This document has been used to create a progressive curriculum for Easingwold Primary School, ensuring that children are taught the breadth of the Geography Curriculum in a way that ensures knowledge builds progressively and that children develop skills systematically. Geography is taught in blocks throughout the year, so that children can achieve depth in their learning. The curriculum is mapped out across a 2-year cycle for each year group. This allows for children entering Year A or Year B to be able to access the learning as well as building on previous skills and knowledge taught and allowing for progression. Our Geography Curriculum Progression document can be located on the Geography page on our website.

Teaching

Early Years Foundation Stage

During reception, children explore their local area and learn about similarities and differences between life in this country and life in other countries. They also learn some similarities and differences between the natural world around them and contrasting environments. Children do this through visits within their local area, by drawing on their own experiences and by having access to high-quality texts.

Key Stage 1

During Key Stage 1, children 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, children 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 develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc.

We believe all children learn best when:

- Their learning can be hooked onto previous experiences or existing knowledge and skills.
- They have access to high-quality texts- listening to and interacting with stories about different places and people.
- They undertake fieldwork- going on visits to learn about both familiar, and new places, including asking and answering purposeful geographical questions.
- They have access to secondary sources such as photographs.
- Visitors talk about personal experiences of different places and people.
- They are shown, or use independently, resources from the internet and videos.
- They are able to use non-fiction books for research, including maps and atlases.
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer geographical questions.

Assessment

Teacher's marking always sits within the guidelines of the whole school marking policy and feedback to pupils about their progress is achieved through discussion and recorded marking of their work.

Improvements and corrections will then be seen in Geography books with a green check our work pen (COW). Wherever possible this is carried out within the lesson, giving instant feedback.

Formative assessment is carried out in all lessons. This continually feeds into the next steps for learning. This is done through questioning and marking work. All lessons start with a 'retrieval' opportunity. This provides children with the chance to retrieve previously taught knowledge and provides an opportunity for teachers to carry out formative assessment and build upon existing knowledge.

Equal Opportunities

All children will be given an equal opportunity to fulfil their potential in this subject.