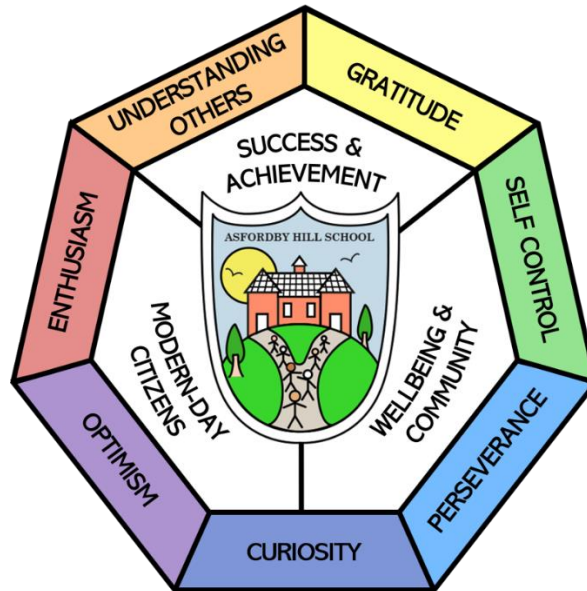


The Asfordby Hill School



Individual Value; Valuing Individuals

Geography POLICY

This Policy Links With: Teaching and learning SEN Policy Assessment	
Recommended:	Y
Statutory:	
Date Reviewed:	November 2022
Date of Next Review:	November 2025
Committee Responsible for Review:	QEHS
Date QEHS agreed	

“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”

Michael Palin

POLICY FOR GEOGRAPHY

Rationale

Geography is the study of our physical and human environment through the processes which shape it and the people who live in it. It is a crucial subject to help pupils understand their links with and effects on, the natural world and their links with other people in the wider world. It provides a key context in which to involve pupils with environmental sustainability and help them to grow up as responsible citizens. It helps shape thinking about the future

Our school policy is developed in accordance with the National Curriculum for Geography and Foundation Stage Curriculum for Understanding of the World. Throughout this Policy, the term ‘Geography’ includes the Knowledge and Understanding elements of Foundation Stage Curriculum, alongside National Curriculum Geography for Key Stage 1 and 2.

Through geography, pupils at Asfordby Hill Primary School will continue to deepen their respect, care and appreciation for the natural world and all its phenomena.

INTENT

To enable all children to:

- provoke and provide answers to their own questions about the natural and human aspects of the world.
- investigate a greater understanding and knowledge of the world, as well as their place in it.
- develop an understanding of the physical and human patterns and processes which enable us to make sense of places.
- develop a simple understanding of environmental sustainability and how they can be actively involved in living as sustainably as possible.
- investigate their own curiosity and fascination about the world and its people which will remain with them for the rest of their lives.
- investigate and to understand diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

The curriculum is designed to develop disciplinary and substantive knowledge that are progressive, as well as transferable, throughout their time at Asfordby Hill Primary and also to their further education and beyond.

IMPLEMENTATION

- At Asfordby Hill we teach geography in E.Y.F.S. as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in 'Development Matters' and Early Learning Goals, which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the objective in the ELGs of developing a child's knowledge and understanding of the world.
- As the children move into Key Stage 1 they will build on their earlier work. Teaching and learning will focus on developing substantive and disciplinary knowledge about the world, the United Kingdom and their locality. They should understand 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.
- At Key Stage 2 teaching and learning will be extended through their substantive and disciplinary knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- At all key stages, strong links will be made with other teaching areas of curriculum subjects, wherever possible.
- Geography will become a stimulus and a springboard for the development of oracy, writing and reading and for the development of thinking and reasoning skills.
- On every appropriate occasion, teachers will use first-hand experience, visits, visitors, artefacts and the local and wider environment to engage children's interest and imagination.

Geography at Asfordby Hill is taught termly (one topic per term) throughout the year, so that children can achieve depth in their learning. Teachers have identified the key disciplinary and substantive knowledge of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in geography are specifically planned for, with strong links between geography and English lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Assessment

Assessments are used to inform teaching in a continuous cycle of planning. Short term assessments are made at the end of each lesson to check pupils' understanding and to help with adjusting planning where necessary. Regular unit assessments are undertaken using the given assessment criteria for each individual unit, a child's outcome will be emerging, expected. This information is then used to make a final judgement on the whole year's attainment.

Teaching geography to children with special educational needs.

We teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work in geography takes into account the targets set in the children's provision maps.

IMPACT

The teaching of geography at Asfordby Hill will result in the majority of children not only acquiring the appropriate age-related knowledge linked to the geography curriculum, but also the skills which will equip them to progress from their starting points, and within their everyday lives.

All children will have:

- A wider variety of skills linked to both geographical knowledge and understanding, and geographical enquiry/investigative skills.
- A richer vocabulary which will enable to articulate their understanding of taught concepts.
- High aspirations, which will see them through to further study, work and a successful adult life in modern day Britain.