



Bowness-on-Solway School

Policy for Geography

Here at Bowness-on-Solway School, we are in the enviable position of living in a nationally recognised Area of Outstanding National Beauty. Situated between the Solway and the Lakeland fells, we are in a prime position to acknowledge the importance of geography as part of our children's everyday learning. As a school, we place great importance on our grounds, outside amenities and position to the village and community.

Geography is an essential part of the curriculum: it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography teaching in the Primary School is about developing an understanding of our world through experience, investigation and learning from secondary sources. It 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. Geography helps children to gain a greater understanding of the ways of life and cultures of people in other places. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. This will help to enable children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment. Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Children study their local area, areas of Europe and the rest of the world. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure.

The teaching of Geography would be difficult without acknowledging the future of our planet. Our Geography curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

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.

Aims

Through our teaching of geography we aim to encourage children to think about their learning and for the learning to be child-initiated, the children are given the opportunity to say what they would like to learn about at the beginning of a topic.

Through our teaching of geography we aim to:

- Develop children's geographical understanding and competence in specific geographical skills;
- Help children acquire and develop the skills and confidence to undertake investigation, problem solving and decision making;
- Stimulate the children's interest in and curiosity about their surroundings;
- Create and foster a sense of wonder about the world;
- Inspire a sense of responsibility for the environments and people of the world we live in;
- Increase the children's knowledge and awareness of our changing world, so that they will want to look after the Earth and its resources and think about how it can be improved and sustained;
- Begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion;
- Develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

Through Geography we can also:

- Improve pupils' skills in literacy, numeracy and ICT;
- Develop pupils' thinking skills;
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues;
- Develop pupils as active citizens.

Entitlement

Geography is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study and key skills are identified and covered through our creative curriculum.

All pupils are entitled to access the Geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Fieldwork may have to be adapted to individual requirements. Fieldwork and outside visits are encouraged. School grounds are developed to include woodland and wildlife areas. A standard risk assessment has been approved for class use of the beach and Bowness village, a great local field study resource.

Strategies for the teaching of geography

- A variety of methods are to be employed in the teaching of Geography, which will afford pupils access to a range of resources and ensure that they are encouraged to develop their potential to the full. An enquiry approach is to be adopted and pupils will be encouraged to obtain their answers through relevant questions. These will always take the form of asking: What is it? Where is it? What is it like? How did it get like this? What connections are there with other places / processes / events? How is the situation / place changing and why? What do people think and feel about this? What impact will this have?

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- Subject specific key facts will be learnt through each area / topic. This area of invaluable knowledge will be learnt and then subsequently referred back to as recall throughout the year. We will endeavour to 'know more and remember more'.
- Teachers are expected to utilise many differing techniques and approaches to ensure that the Geography Curriculum is constantly made interesting, interactive and alive. These may include:
 - Knowledge given by the teacher;
 - Use of the local environments for fieldwork;
 - Creative activities - building models, showing routes;
 - Individual and group enquiry, especially where resources are limited;
 - Video and films;
 - Using outside speakers;
 - Visits to places of relevance to the topic, e.g. farm, beach etc.;
 - Use of ICT. – simulations and use of the internet;
 - Use of relevant books, pamphlets, leaflets, maps, postcards, atlases etc.;
 - Role play and drama to create empathy;
 - Photographs and satellite images.
- Begin the teaching of Geography in Class 1 relating it to the objectives set out in the EYFS Curriculum, in particular developing children's knowledge and understanding of the world.
- Always explain what we want pupils to know, understand and be able to do through the geography they are about to do.
- Often use a key question to direct pupils' thinking / enquiry
- Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts.
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps thus varying the resources and activities to ensure each pupil can be effective in finding out about the world.
- Use starters and plenaries to ensure students fully understand how and what they are learning, how their learning links to other subject areas and how well they are progressing.
- Will differentiate to ensure that the varying needs and abilities of the children will be catered for through tasks differing in difficulty and outcome. Work will be whole class/group or individual work and appropriate strategies will be employed for the very able and those with special needs.
- Learning will be revisited over the year so skills and knowledge are continually being built on.
- Themed topic weeks may be planned throughout the year.

Geography curriculum planning

Here at Bowness On Solway Primary School, we use the National Curriculum for geography as the basis for our curriculum planning. We have adapted it to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose localities where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

Geography is taught through a topic approach alongside Design & Technology, History, Science and Art. Our Curriculum is carefully planned over two and three year cycles to engage and excite all our learners. In this way we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics. At other times we arrange for the children to carry out a geographical study independently.

Assessment

Teachers make ongoing assessments as topics are taught and staff complete assessments against the objectives for Geography at the end of units. Half-termly overviews of pupils' progress are noted. The co-ordinator monitors children's work through taking in planning, book scrutiny, looking at displays and observing lessons. This will provide formative assessment and inform future planning needs.

The Role of the Governing Body

Governors are responsible for ensuring the effective delivery of the National Curriculum. The subject leader will ensure that the governing body is kept up to date with the actions and initiatives which are relevant to the subject.

Health and Safety

This needs to be read alongside our Health and Safety Policy and Off Site- Activities Policy.

Monitoring and Evaluation

To monitor and evaluate geography, the subject leader:

- Supports teachers via informal discussions about the teaching of Geography within their year group, reviews and purchases resources;
- Monitors teachers' plans and assessments, ensuring key skills are being covered thoroughly and with purpose;
- Regularly carries out audits, book scrutinies and resource audits;
- Sets an action plan which is shared with governors and the head and reviewed regularly.

Roles and Responsibilities

It is the role of the Geography co-ordinator, under the guidance of the headteacher, to:

- Organise Geography within the curriculum and to ensure progression and development;
- Assist with and monitor planning and quality of delivery within the curriculum;
- Keep abreast of developments within Geography and carry out INSET when required;
- Monitor and update resources and draw up a budget.

This Geography policy will be reviewed every 2 years, and appropriate amendments will be made where needed.

Policy written and adopted by Bowness-on-Solway Primary School staff **January 2023.**

Ratified by Governing Body: **January 2023.**

Date to be reviewed: **January 2025.**

Role	Print Name	Signed	Date
Geography Subject Leader	Amanda Graham	<i>A. Graham</i>	<i>18.1.23</i>
Headteacher	Stuart Walsh	<i>S. Walsh</i>	<i>18.1.23</i>
Chair of Curriculum Committee	Gill Barker	<i>G. Barker</i>	<i>18.1.23</i>
Chair of Governors	Rachael Holliday	<i>R. Holliday</i>	<i>18.1.23</i>