

# Danson Primary School



## Geography Policy

*Nurture-Believe-Inspire Achieve*

# Danson Primary School

## Geography Policy

### **Aim:**

Our learning of Geography at Danson Primary School is a creative and stimulating approach which enables the children to have varied opportunities to be 'Geographers'. Our curriculum is rich in vocabulary and allows children the opportunity to learn about their local area, as well as the world around them. Children communicate, collaborate, think critically and have the opportunity to express their learning creatively whilst learning about the different aspects of geography.

When teaching the children the subject of geography, their learning is focused on the main concepts from the National Curriculum which are:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geography Skills and Fieldwork

Children will broaden their locational knowledge and understanding of globally significant places, oceans and countries around the world. They will learn geographical skills which include how to interpret a range of sources of geographical information and how to collect, analyse and communicate data in a variety of ways. In addition to this, they will engage in fieldwork and observational studies within the local area and extend their love of learning through question-based enquiries and research and develop a recognition and commitment to consider sustainable development.

### **Objectives:**

- To undertake studies that develop contextual knowledge of the location of globally significant places
- To be able to define physical and human characteristics and explain how the actions of processes give rise to key features of the world
- To know how processes change geography over time
- To be competent in collecting, analysing and communicating with a range of data gathered through fieldwork
- To be able to interpret a range of sources and geographical information, including reading maps, diagrams, globes and aerial photographs
- To be able to explain their views and others' views about environmental issues
- To recognise how places fit within a wider geographical context

### **Planning:**

At Danson Primary School, we deliver quality-first teaching and learning experiences for children in geography which enables children to know more and remember more about the subject and what they are learning about. Teachers plan and deliver lessons that make the most of our extensive field and outdoor space and ensure that children at Danson have first-hand experience asking and answering questions through fieldwork topics. Where possible, trips are made to Danson Park across the road to engage the children with their geographical learning even further. Geographical skills are progressively built upon and revisited regularly so that children reflect upon previous knowledge and understanding and apply this to new learning and experiences.

### **Progression:**

In EYFS we teach geography related skills and knowledge through a mixture of child-initiated and adult-led learning in our rich indoor and outdoor environments. Children begin to develop their geographical knowledge and skills by exploring the features of their classroom, outdoor area and the whole school before extending into the local area. Children begin to draw information from a simple map and have rich opportunities to make use of school grounds and local trips to enhance and apply their skills as geographers. Please see the strands below where geographical skills link to the ELGs:

#### **Understanding the World**

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live. Use all their senses in hands-on exploration of natural materials.
- Understanding the world – (ELG)
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG - People, Cultures and Communities)
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG -The Natural World).
- Understand some important processes and changes in the natural world around them, including the seasons (ELG -The Natural World).

#### **KS1 & KS2**

Each year geographical knowledge and skills is built upon through the teaching of the different strands from the National Curriculum. These can be found below:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geography Skills and Fieldwork

### **Recording and Assessment:**

Pupils record their learning in geography books from Year 1-6. Teachers use a range of formative assessment strategies as they observe the pupils working during lessons to inform them on what the children have understood and how they can adapt and further progress: knowledge, understanding, connectivity and discussions. Teachers record the progress of the children they teach on the school's assessment system. Children complete pre and post tasks for self-assessment and reflection of the unit of work and this also provides a record of learning for the class teacher. The subject leader monitors the regular formative and summative assessments that class teachers undertake to identify trends, successes and areas for improvement within the subject.

### **Roles and Responsibilities**

All stakeholders work together to ensure the implementation of the geography Policy.

#### **The Governing Body will:**

- Ensure there is a link governor responsible for geography, who will meet regularly with the subject lead
- Ensure arrangements for teaching and learning of geography are regularly reviewed and agreed, including provision for funds for resources

#### **The Headteacher will:**

- Determine the ways geography enriches and extends the wider curriculum at Danson
- Provide a budget for geography resources, including visitors
- Work alongside the geography subject leader to support staff in the teaching and learning of the subject
- Ensure the subject leader is able to monitor geography through lesson observations, work scrutiny and pupil voice
- Report to governors about progress made in geography

#### **The Geography Subject Leader will:**

- Support and motivate teachers and colleagues in the teaching and learning of geography
- Provide subject knowledge and expertise in the geography curriculum
- Promote cross-curricular links between geography and the wider curriculum
- Enrich the curriculum with activities associated with geography, such as organising fieldwork and trips to museums
- Develop and monitor assessments of the subject
- Manage the provision of resources
- Keep up to date with any developments in the teaching of geography
- Monitor the quality of education of geography across school
- Contribute to staff professional development in geography
- Create, follow and evaluate an annual action plan in line with any school development priorities
- Liaise with the link governor regularly about geography updates

#### **The Class Teacher will:**

- Ensure the geography curriculum is taught in line with the national curriculum
- Record and assess pupils' work and progress in geography

- Seek professional development where necessary
- Update the geography subject leader of any issues with equipment or resources
- Work alongside the subject lead and SLT to report on children's outcomes in the subject.

### **Health and Safety**

Risk assessments will be carried out for trips and safeguarding procedures will be followed for visitors who come into Danson Primary School.

<b>Policy Owner</b>	<b>Geography Subject Leader</b>
<b>Approver</b>	<b>Deputy Head Teacher and Head Teacher</b>
<b>Date Approved</b>	<b>April 2024</b>
<b>Next Review</b>	<b>April 2025</b>