



Geography Policy

October 2021



GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL

Policy for Geography
Rooted in Faith, growing in wisdom, branching into the world

Vision

We are a diverse, vibrant learning community where everyone is welcomed, valued and encouraged. Loving relationships, rooted in the teachings of Jesus, allow children and adults to flourish together, creating wise, compassionate, respectful individuals who are ready to confidently take a productive place in an ever changing world.

"Geography is all about the living, breathing essence of the world we live in. It explains the past, illuminates the present and prepares us for the future. What could be more important than that?"

Michael Palin

Ethos Statement

At Guston Church of England Primary School we believe that the way that we work together, behave with one another and seek to support and nurture others, gives life to our Christian ethos. It is one which is inclusive and seeks to encourage and inspire everyone to achieve their fullest potential.

Rationale

Geography is the study of our physical and human environment through considering the range of processes that determine its shape and the effects of the people who live in it.

It has considerable importance in helping pupils understand their place in and influence on the natural world and their connection with other people in the wider world.

Intent

At Guston CE Primary School we believe that Geography generates questions and provides answers about the natural and human aspects of the world.

Class teachers work hard to provide a creative learning environment with informative and reflective classroom displays. Children are encouraged to develop a greater understanding and knowledge of the world, and their place in it. The geography curriculum at Guston CE Primary School enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts,

knowledge and skills. We seek to develop a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's

interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. In line with the national curriculum 2014, the curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Guston CE Primary School and also to their further education and beyond.

Implementation

Geography at Guston CEP School is taught in blocks throughout the year, to give children depth in their learning. Teachers have identified the key knowledge and skills 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 greater depth will be taught, learnt and demonstrated within each lesson, as well as 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 literacy lessons.

The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

Draw information from a simple map

Understand that some places are special to members of their community

Recognise some similarities and differences between life in this country and life in other countries.

Recognise some environments that are different from the one in which they live

Impact

Outcomes in humanities and English books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge and skills.

Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. Children also record what they have learned comparative to their starting points at the end of every topic. As children progress through the school, they develop a deep knowledge, understanding and appreciation for their local area and it's place within the wider geographical context. Regular school trips provide further relevant and contextual learning

Resources

We have sufficient resources and equipment in our school to be able to teach all the geography units from the national curriculum. We have a good supply of geography topic books and access to a wide a range of educational websites to support children's learning.

Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. All children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site and beyond.

Opportunities in the locality

- The port of Dover – sea routes to the continent, tourism, industry and occupations
- Dover Castle, settlements
- Rural studies, including farm visits
- Guston – village study
- River studies – River Dour

Health and Safety

Off-site visits must be carried out in accordance with the guidance in the school's Educational Visits and Recreational Activities Policy.

Equal opportunities

- Classroom activities should challenge and involve all pupils appropriate to age, attainment and personal circumstances
- Teaching materials should avoid any form of stereotyping and bias towards either gender or role
- Issues which arise, such as the presentation of an economically developing country, should be treated sensitively

Monitoring and Review

- The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Written by Helen Rhodes October 2021

Signed: _____

Print name: _____