



INGLEBY MILL PRIMARY SCHOOL
GEOGRAPHY POLICY

Date Reviewed November 2019	Date of Next Review November 2021

IMPS Geography Policy 2019

Introduction:

At Ingelby Mill Primary School we are committed to providing all children with learning opportunities to engage in geography. We also aim to ensure our local area and trips further afield support the opportunity of exploring, appreciating and understanding the world in which we live and how it has evolved.

This document is a statement of the aims, principles, processes and strategies for the teaching and learning of geography at Ingelby Mill. The policy has been devised by the present geography curriculum co-ordinator after discussion with the staff and governors in school and is in line with the requirements/specifications of the 2014 National Curriculum for Geography.

Aims and objectives:

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.

With the above rationale in mind we therefore aim to offer:

- A rich and varied curriculum that will enrage self-confidence and independence of learning, meeting the holistic needs of each child.
- A quality curriculum which is planned and differentiated for each individual and which also fulfils the legal requirements of the National Curriculum.
- An environment which fosters success and achievement, where high expectations lead to high standards, encouraging everyone to reach their full potential.
- An equal opportunity and access where we hope to inspire everyone to accept new challenges without fear of failure or criticism, thereby responding to the needs and interests of individual pupils.

Early Years

Geography is taught in nursery and reception as an integral part of the topic work covered throughout the year. The children access this in taught lessons and in their continuous provision. Geography comes under the wider title of Understanding the World. The children are to explore and ask questions about their familiar world such as where they live or their natural world. By the end of Reception children should be able to achieve the following Early Learning Goals:

- Know similarities and differences in relation to places.
- To talk about the features of their own immediate environment and how environments might vary from one to another.

Key Stage 1

Pupils 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 all whilst learning and using geographical vocabulary. 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 including first-hand observation to enhance their local awareness.

Key Stage 2

Pupils 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 will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximised.

Fieldwork

Fieldwork is integral to teaching geography. There are as many opportunities included as is practical to involve children in geographical research and enquiry.

All of the children will carry out investigations into the local environment, and are given opportunities to observe and record information around the school site. Children also have the opportunity to go on several trips to visit other environments to explore and compare.

Planning, teaching & assessing

Teachers plan geography and all planning has been looked over and adapted if needed by the geography lead. The teaching of geography is a best fit, it may be half termly or termly, weekly or in blocks. This is shown in the geography overview. The planning has objectives taken from Target Tracker which matches the current National Curriculum. These objectives are then assessed on Target Tracker every term or at the end of the unit. All planning can be found in a "staff shared" folder on the school system. Geography also has some strong cross curricular links to further develop children's understanding and to give them an enriched learning experience. Any written geography work is marked with our school marking policy.

SEND and Inclusion

All children are catered for in all Geography lessons through differentiation and quality first teaching. Children identified with special educational needs will be included and play an active role through each lesson, with well-matched resources and work. If staff require additional support to meet the needs of any child they should consult the SENDCo Kay Coverdale.

More Able Pupils

Children with higher than average ability in Geography, are identified by class teachers. Opportunities are then provided to extend their skills by challenging them and developing higher level thinking.

Health and Safety

Health and Safety must always remain an important consideration. Geography provides ideal opportunities for educational visits, links with DT, cooking etc. When taking children out of school the normal school policies and procedures should be adhered to. (See Health and Safety Policy Educational visits). Safety and hygiene issues should be addressed in planning and in the general management of the classroom.

British Values

Pupils learn about British values through geography lessons by exploring how places have changed. This helps pupils understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds. Geography also helps pupils to understand society better, for example learning about less economically developing countries and more developed countries.

Review

This policy will next be reviewed November 2021 or earlier if needed.