



Warwick Bridge School

Geography Policy

Purpose of Study

A high-quality geography education should inspire pupils' curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The National Curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography Curriculum Planning

Geography is a foundation subject in the National Curriculum. Staff use the Kapow online resources to plan and deliver lessons. We have incorporated all the skills through the use of topic planning and have ensured that the children receive a balanced geography curriculum across the school which incorporates all the necessary research, reference and recording skills.

Our curriculum planning is based on National Curriculum objectives.

The medium-term planning is done through specific topics in each year group that allow children to develop the necessary skills and knowledge required in their Key Stage. Across the school, teachers of classes within each year group plan the curriculum and activities to cover the specific learning objectives and expected outcomes for each lesson. The objectives are mapped out over both Key Stages to ensure all children cover every objective and that there is progression of skills throughout.

We teach geography in nursery and reception 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 the Early Learning Goals (ELGs), specifically within 'Understanding the World', which underpin the curriculum planning for children aged three to five.

Cross-Curricular Learning

All topics are cross-curricular and so promote skills in many curriculum areas. English skills are developed through report writing, debating -especially about environmental issues-, reading, recording information, speaking and listening. Mathematics is enhanced through the study of space, scale and distance and the use of four figure and six figure grid references. Children also use graphs to explore, analyse and illustrate a variety of data.

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way in which people recycle material, and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions about world issues.

We offer children in school many opportunities to examine fundamental questions in life through the medium of geography. For example, work on the changing landscape and environmental issues leads to questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development.

Computing enhances our teaching of geography, wherever appropriate, in each key stage. Children use their skills in data handling and in presenting written work. They research information through the Internet and libraries of digital images (for example using aerial photographs, Google Maps, videos).

Assessment, Reporting and Monitoring

Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a PowerPoint presentation based on their investigations of different sources of energy. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback, in line with the school's marking policy, is given to the child to help guide his or her progress.

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October 2023 – October 2025

Subject leaders work alongside the SLT to monitor standards of teaching and learning in geography. A cycle of planning and work scrutiny, observations, and pupil, parent and staff interviews will provide information to judge the effectiveness of the subject as well as future development.

Subject leaders will report to the Governing Body as part of the curricular review and development process.

Resources and Fieldwork

Resources are kept in a central store and are organised in to topic boxes. In the library, there are some geography topic books and additional material is ordered from the Library Service as required.

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.

Policy written and adopted by Warwick Bridge staff **October 2023**

Ratified by Governing Body

Date to be reviewed **October 2025**

Head Teacher

Chair of Governors

Signed:.....

Signed:.....

Date:.....