



Stoke Holy Cross Primary School

Geography Policy

At Stoke, we want to develop children who are interested in the world around them. The study of Geography makes a valuable contribution to their understanding of all aspects of life giving a sense of location and place. We value Geography in its own right.

Aims

Geography helps us to make sense of the fast changing world in which we live.

Through geography we :-

- Unravel the mystery of people, place and environment.
- Gain a sense of place, belonging, identity, purpose, awe and wonder.
- Investigate people, place and the interactions between the two.
- Investigate and gain an understanding of the ways in which the world is interconnected (e.g. economically, socially, culturally, and politically).
- Investigate the processes that shape our world – both physical (natural) and human (man-made).
- Become aware of our own responsibilities and how we can contribute to improving the environment, however small that contribution might be.

Planning

We are currently developing our Geography planning throughout the school. This will involve all Geography topics being shown through Topic Maps and Knowledge Organisers, to ensure progression and coverage.

- Geography is taught in Foundation 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 Years curriculum which underpin the planning for children aged three to five.
- In Key Stage 1 and Key Stage 2 our teaching is based on the National Curriculum Programmes of Study 2014.
- See attached table for areas studied by each year group.
- Curricular links to other areas are recognised and developed.

Teaching and Learning

Our philosophy on teaching and learning is encapsulated in our Teaching and Learning Policy, to which reference should be made.

- A variety of learning styles is used.
- Whole-class teaching methods, enquiry based group work, individual, pair, class and group work.
- Pupils are taught through discussion, practical activity, games, investigations, problem solving, research, role-play and recording.
- A variety of data is used to support their learning, such as maps, statistics, graphs, pictures, and aerial photographs.

Teachers are aware of the appropriate health and safety guidance and guidelines for educational visits.

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.
- Children are encouraged to use our Outdoor Classroom and school site, both independently and as part of their lessons, to build awareness of the world around them.

Equal Opportunities – Learning Together

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

Assessment, recording and reporting

There is an agreed whole school policy to which reference should be made, and which recognises the importance of Geography in school.

- Teachers assess pupils continuously on an informal basis; these assessments inform the teacher of the pupil's current achievements, and guide the teacher in planning the pupil's future learning.

- Parents are informed through the annual report. This shows whether children are working towards/working at/working above the Stoke age related expectations.

Spiritual, Moral, Social, Cultural Development

Spiritual development: Through helping pupils to recognise the beauty and diversity of the world. Geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example Ayers Rock.

Moral development: Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social development: Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Review

This policy will be reviewed by the Subject Leader as part of the general curriculum review programme listed in the Policy Review Process.