

# Geography Policy



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## **Intent**

At Minet Junior School, our intention is for our Geography curriculum to reflect the diverse and varied cultural backgrounds of our learners. Our students at Minet should leave us with an idea of their place in the local community, as well as their status as a global citizen, and how our curriculum as a whole is relevant to their own unique and individual cultural experience. Learning activities should therefore be designed to include and acknowledge the specific countries and cultural backgrounds that the children and their families have come from, as well as their local area and Britain as a whole. We want to ensure that geography learning for our students is rooted in global current events, contextualising what they do in lessons and ensuring that it is relevant and salient to their day to day lives. As citizens of the world, learners at Minet should be enriched by their Geography learning, gaining perspective on the relationship between the world and its inhabitants. We also consider it necessary for the children's geography learning to use the language of their UNCRC rights, so they are continuously appraised of how these are relevant and interwoven with their learning materials. Children at Minet should, through the Geography curriculum, be supported in considering environmental issues affecting them. They should also discover how we as humans have impacted and continue to impact our environment. Finally, children should find out what they, as individuals and as part of our school, can do to minimise this impact as the agents of change for the future.

## **Implementation**

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and to achieve their very best. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Existing knowledge is checked at the start of each new topic. This ensures that teaching is informed by the children's starting points and takes account of pupil voice. Lesson content and tasks are designed to provide appropriate challenge to all learners, in line with our commitment to inclusion. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.

## **Impact**

By the time pupils leave Minet Junior school they will:

- Have a growing knowledge of the world and their place in it

- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop reasoned arguments to explain findings.
- Have significant levels of originality, imagination or creativity
- Have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there through reading, travel or the media
- Know that they can use their voice to express themselves and well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

### **S.M.S.C.**

At Minet Junior Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

### **Provision**

During 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. They 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. They learn to use grid references and to locate places using the grid system. They explore map projections and examine a range of maps and how the map may influence our perceptions.

### **Special Educational Needs, Inclusion, Equal Opportunities**

At Minet Junior School we recognise the responsibility to provide a broad and balanced curriculum for all pupils. In Geography the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When

planning teachers modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

### **Fieldwork**

At Minet Junior School we feel that 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. Health and Safety Teachers are aware of the regulations concerning taking children off the school premises and produce relevant documentation such as risk assessments and plans of any proposed journeys either by foot or transport. Staff are also responsible for ensuring that materials and instruments are used with care and that children are appropriately equipped.

### **Assessment and Record Keeping**

- Children's work in Geography is assessed in a variety of ways such as by making formative assessments, observing children during lessons.
- On completion of a unit of work we carry out summative assessments in relation to the National Curriculum and assess the pupil's ability to apply their knowledge, identifying which children have exceeded, which have achieved and which are below national expectations.
- These assessments are used to plan future work, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.
- Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes that are proposed.
- Activities resulting in written or oral outcomes, project material, models, practical fieldwork, role-play, video/audio presentations, factual recall, observations and display work may provide further basis for assessment.
- Feedback to our pupils is also provided on their attainment against the objectives of Geography. Pupils are encouraged to improve their own learning performance through the school marking policy, allowing children to evaluate their own work in order to understand their future steps to success.