Mundy C of E Junior School
Geography Policy

‘Let love and kindness be the motivation behind all that you do.’ (1 Corinthians 16:14)

1. INTRODUCTION

This policy outlines the purpose, nature and management of the teaching and learning of Geography at our school. Geography is a foundation subject within the National Curriculum and plays a vital role in helping pupils develop an understanding of the world around them.

Through an inclusive, enabling and inspiring curriculum, we aim to foster pupils' curiosity about people, places and environments at local, national and global scales. We provide opportunities for all children to develop their knowledge and understanding of both human and physical geography, empowering them to think critically about the world and their place within it. Our geography curriculum equips pupils with the skills to investigate, question and explore geographical issues, encouraging them to become informed, responsible and active citizens.

The implementation of this policy is the responsibility of all teaching staff, who work collaboratively to ensure that every pupil can access, engage with and succeed in geography.

2. THE INTENT OF GEOGRAPHY

Geography provides a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. Geography is concerned with the study of places, the human and physical processes which shape them, and the people who live in them.

The four National Curriculum strands in Geography are:

- **Locational Knowledge.**

Children study their local area, and localities in the United Kingdom, Europe, Africa and other parts of the world including the studying of major cities and counties.

- **Place Knowledge.**

Geography helps children to gain a greater understanding of the geographical similarities and differences through the study of human and physical geography of different regions. Which includes ways of life and cultures of people in other places; their interaction with physical processes and the formation and use of landscapes and environment.

- **Human and Physical Geography**

The Geography Curriculum places great importance on the interaction between the physical and the human environment and ensuring children appreciate and acknowledge the future of their planet. Many areas of study give opportunities to make children aware of effects upon their surroundings, their own responsibilities and how they can contribute to improving and sustaining the environment, however small that contribution might be.

- **Geography skills and field work.**

Our geography curriculum is designed to be inclusive, enabling and inspiring for all pupils. Learning is enriched through opportunities for fieldwork and the practical application of geographical skills, allowing pupils to investigate real-world environments and issues. Pupils will progressively develop key geographical skills, including the use of maps, atlases, aerial photographs and digital mapping technologies, alongside compass work, fieldwork techniques and land-use analysis.

At Junior School, it is important we recognise any prior knowledge.

Prior knowledge taught in the Foundation Stage would have developed crucial knowledge, skills and understanding that helps your child to make sense of the world, know their place and form the foundation for geographical work in KS1. They will have used a range of skills such as observation, discussion and role play to explore and find out about their immediate surrounds, their local area and the natural world.

At Key Stage 1 Geography would have been about developing knowledge, skills and understanding relating to the children's own environment and the people that live there, while developing an awareness of the wider world. Children will have investigated and learnt about the physical and human features of their own environment and appreciate how their locality is similar to and different from other places. They will have used geographical questions and developed geographical enquiry skills including: fieldwork skills; making and using maps and using photographs.

Furthermore, at Key Stage 2 Geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales, in the United Kingdom and overseas, and an appreciation of how places relate to each other in the wider world. Children will study places and themes at different scales, from local to national, in the United Kingdom and overseas, and investigate how people and places, and human and physical features, are linked and how they relate to the wider world. They will develop and use geographical language and enquiry skills, including fieldwork and ICT skills, making and using maps and using photographs.

3. ENTITLEMENT

All children have an entitlement to access the programme of study for the attainment targets at an appropriate level.

All children should have the opportunity to undertake fieldwork during local visits around Heanor. In Year 6, children also have the opportunity of a residential visit. Further visits for all year groups are planned throughout the Year. Our sports competitions' such as orienteering support this as well as our forest school and ECO Cat work.

4. IMPLEMENTATION

In all Key Stages Geography needs to be related to the children's own experiences and it must stimulate their imagination and desire to discover more.

As we have mixed-age classes, we create a medium-term planning on a two-year rotation cycle. In this way, we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.

Geographical skills are integrated with work associated with places and themes.

An investigative approach to Geography, involving children's active participation in enquiry, fieldwork, map work and the use of information technology is encouraged.

Children are given opportunities to use a wide range of maps, including historical and thematic maps at a variety of scales appropriate to the activity being undertaken. Emphasis is given to the children developing the mapping skills of location, symbols, scale, perspective, style, drawing and map use including the use of digital mapping

All children have opportunities to use ICT when appropriate.

When engaged in fieldwork children are expected to behave in a considerate, responsible manner showing respect for other people and the environment. All out of school activities will comply with the guidelines in the school health and safety policy. The school's usual charging policy will apply for distant fieldwork.

Children will have opportunities to use the following resources: globes, maps, atlases, pictures and aerial photographs, compasses, measuring equipment, books, games, cameras, video footage (DVD or mp4) and computer programmes.

Geography is linked to other areas of the curriculum where possible. Please see our curriculum section for more information.

All teachers are responsible for planning and teaching of Geography. Activities within the classroom and further afield are planned in such a way as to encourage full and active participation by all children irrespective of ability.

5. ASSESSMENT

Geography is not subject to statutory assessment at the end of each Key Stage. However, However, at the end of every two half terms of Humanities content, pupils will undertake an open-book assessment. The assessment will include questions that challenge their understanding of key knowledge as well as their ability to apply historian skills. Assessment information will be collected and monitored by the Humanities Lead.