

Geography Policy

13th March 2023
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CONTENTS

1. Intent, Implementation, Impact	2
2. Approaches to Teaching and Learning	2
3. Resources	2
4. Learning Environment	3
5. Planning	3
6. Assessment	3
7. Cross Curricular Opportunities	3
7.1. Reading, writing, communication, maths and ICT	3
7.2. Foundation subjects	3
7.3. Spiritual, Moral, Social and Cultural	3
8. Enhancing the Curriculum	3
9. Inclusion	3
10. Health and Safety and Safeguarding	3
11. Roles and Responsibilities	3
12. Policy Review	3

This policy should be read in conjunction with the *Quality of Education Policy*, any related subject policies and the following:

Assessment Policy	Home learning Policy
Behaviour Policy	Safeguarding and Child Protection Policy
Early Years Foundation Stage Policy	Special Educational Needs and Disability Policy
Equality and Community Cohesion Policy	E-Safety Handbook
Able Pupils Policy	Home School Agreement
Health and Safety Policy	Marking guidelines

Other documents that support the teaching and learning of Geography:

National Curriculum for Geography
Knowledge and Understanding of the World for the Early Years Foundation Stage

Throughout this policy ‘parents’ denotes those with parental responsibility.

1. Intent

At Belmont Primary School, we deliver a high quality geography curriculum which sparks a curiosity in children to learn about the world around them both on a local and global scale. Our aim is for our pupils to become explorers in geography. We believe that geography should inspire children to learn about their current and future roles in the world and appreciate the need to live in balance with a rapidly changing environment. Through teaching physical geography, children are motivated to learn more about sustainable development for the future of our world and mankind. Exploring human geography allows children to gain an understanding and appreciation of life in different countries and cultures.

We celebrate the richness of this subject by making it accessible to all learners through many different areas of the curriculum:

- Collecting and analysing data in mathematics and science
- Using art to draw and sketch landmarks in fieldwork activities
- Creating story maps to explore journeys in English
- Collaborating with others to use compasses and maps in OAA PE lessons
- Using photography to study aerial photographs
- Using a range of technology and the internet to learn about the world

Geography at Belmont allows our children to communicate their findings in a variety of ways and helps them to build a broad and well-balanced view of our world.

Implementation

Children at Belmont are inspired to learn about the world around them through trips, WOW starts (engaging activities to kick-start new themes), opportunities for outdoor learning and fieldwork activities, workshops, guest speakers and assemblies.

The sequence of lessons across year groups uses a range of resources to ensure progressive learning and acquisition of skills. Importantly, it endeavours to deliver beyond typical geography lessons so as to develop children's personal and social skills through drama, working in pairs and group work. Furthermore, the engaging and motivating nature of our lessons provides many opportunities for discussion and reflection, which then allows the children to build a deeper understanding of geography and its relevance. Teachers use high quality, well-targeted questioning in lessons to ensure maximum pupil involvement. Their good subject knowledge allows them to address misconceptions and they effectively use a range of assessment tools to inform planning to inform and check understanding.

Impact

Geography at Belmont is designed to give all children, including disadvantaged pupils and pupils with SEND, the knowledge and cultural capital to succeed in the next stage of their education. Our engaging and stimulating curriculum will have a positive impact on all pupils' learning across the years and they will have a good basis of core geographical knowledge and vocabulary. This will be demonstrated through enthusiastic discussions with pupils as well as evidenced in the quality of their learning in books. Regular dialogue with teachers will also be encouraged to ensure the curriculum is of a high-quality and kept up to date and relevant in an ever changing climate.

2. Approaches to Teaching and Learning

Please refer to the Quality of Education Policy.

3. Resources

Resources are audited regularly to ensure that they are up to date and reflect the world we live in. For example, globes and maps reflect current political borders. Books (from the School Libraries and Project Loans) and a range of educational software are used to support children's learning and research. Most resources are kept in a central store where they are labelled appropriately for ease of access. Each year group has a topic box for each topic including geography resources which can be added to as more resources become available.

Children across the School develop investigative and geographical skills through first-hand experience where possible, visiting places or types of environment they are learning about to undertake fieldwork e.g. study of the local area.

4. Learning Environment

Please refer to the Quality of Education Policy.

5. Planning

Each term learning is linked to a topic e.g. Awesome Earth, in which objectives for geography and other foundation subjects are identified. Focus has been placed on making geography and history explicit within any given topic.

6. Assessment

Please refer to the Quality of Education Policy and Assessment Policy.

7. Cross Curricular Opportunities

7.1 Reading, writing, communication, maths and ICT

Geography provides a variety of meaningful contexts to write for different purposes, communicate to a variety of audiences and to use maths, reading and ICT skills through fieldwork, investigations and research.

7.2 Foundation subjects

Exploring directional language in PE and using computing programs such as Google Earth provide valuable primary sources to support the teaching and learning of Geography. Other foundation subjects such as Art are used, where relevant, to support geographical learning objectives e.g. pupils creating their own maps of their journey to school and using a range of materials to create exploding volcanoes.

7.3 Spiritual, Moral, Social and Cultural

The geography of Britain helps to shape it as a multi-cultural, multi-faith society with its judicial and moral code e.g. development of settlements, democracy. Geography also provides an excellent opportunity to learn about cultures across the world, understand traditions and make comparisons with where we live and the situation we live in now. Geography can be linked to PSHE – All about me.

8. Enhancing the Curriculum

Educational visits and in-school workshops are arranged to enhance the curriculum e.g. rainforest habitat workshop at Kew Gardens and observations of human and physical geography of St. Albans, including sketch maps. This also includes local field trips to explore the Belmont geography curriculum e.g. Gunnersbury Triangle, local area study etc.

9. Inclusion

Please refer to the Quality of Education Policy.

10. Health and Safety and Safeguarding

Please refer to the Quality of Education Policy.

11. Roles and Responsibilities

Please refer to the Quality of Education Policy.

12. Policy Review

The policy will be reviewed according to the cycle agreed by the governors' Curriculum and Achievement Committee for curriculum policies.