



Thythorn Field
Primary School

Geography Policy

Adopted By School:

March 2025

Review Date:

March 2028

Governor Signature:

A handwritten signature in black ink, appearing to read 'T. J. Ryan'.

THYTHORN FIELD PRIMARY SCHOOL

GEOGRAPHY POLICY

Aims/ Intent:

Our Geography curriculum aims to inspire in children a curiosity and fascination about the world. To provide children with the knowledge, skills and understanding to equip them to become sustainable citizens. Children are encouraged to be forward thinking and responsible members of the local school community. We strive to celebrate diversity and understand the importance for our children to have a comprehensive global understanding of our world and the people and cultures that inhabit it. We aspire for children to be passionate geographers, with a secure understanding of the Earth's key physical and human processes.

At Thythorn Field Primary School, we intend to fulfil the requirements of the National Curriculum for Geography. Our aims are:

- To inspire children to be curious about the world
- To enable children to know about the location of the world's cities, countries, continents, seas and oceans
- To develop children's skills in interpreting maps, globes and aerial photographs
- To explore the relationships between people and their environment.
- To help children understand how human and physical processes of a place shapes its location and how this can change over time
- To appreciate racial, cultural and economic diversity.
- To investigate issues and concerns of a geographical nature
- To develop enquiry skills.
- To use ICT skills to help in their study.

Teaching and Learning/ Implementation

To ensure high standards of teaching and learning in Geography, we implement a curriculum, based on the National Curriculum objectives and then developed for our children's needs. Areas include:-

- Observation/Knowledge of –
 - The world around them, their immediate environment, visits from school.
 - Television, internet, articles
 - Visitors talking about places or professions.
 - Maps, atlases, books and photographs.
- Enquiry - children raising questions about their observations.
- Investigation - Wherever possible this involves fieldwork.
- Interpretation - Their own and other people's points of view.
- Communication - Of their findings to others. This could be done orally, in writing or pictures or by use of I.T.
- Recording – child's book, ICT and/or displays
- Teacher's records of child's work including photographs

A good geography topic should:-

- Develop knowledge of where places are.
- Develop basic skills in map work.
- Develop use of geographical vocabulary

- Encourage learning outside the classroom as well as inside.
- Encourage children to ask geographical questions.
- Introduce children to places both near and far.
- Challenge children's stereotypes of people and places.
- Stimulate their interest and curiosity.

Early Years Foundation Stage

Early geography skills are developed through the programme of study entitled 'Understanding of the world' as described in the Foundation Stage document (EYFS) and also through the Early Learning Goal (ELG) People, Culture and Communities. Children will learn how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will learn to explain some similarities and some differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Planning

Geography has many links with other areas of the curriculum. A topic on weather could cover Science, Maths, Technology and English.

Cross curricular planning is regularly updated with the NC programmes of study to ensure good coverage/balance of knowledge, skills and understanding is provided across the year group/key stages.

ICT

Information technology is a major resource used in geography for;

- Communicating Information(word processing and graphics/drawing packages)
- Handling Information (data bases)
- Modelling (simulations and spread sheets)

Geography provides many opportunities to use ICT such as programmable robots (ROAMER), Google Earth and digital cameras

Children are given opportunities to use the internet and geographical programmes which help reinforce and develop their understanding.

Pupils develop and apply their ICT capability in the study of Geography through these opportunities.

Teachers use interactive whiteboards to demonstrate websites/ information wherever possible.

Equal opportunities

All children will be expected to study each geography topic irrespective of race, gender, their ability, religion or cultural background. Mutual respect and tolerance for all cultures will be promoted through the study of geography.

SEND/ Inclusion

Teachers endeavour to ensure the curriculum meets the needs of all children.

This will often mean that specific tasks are modified or extended to meet the needs of individual pupils.

There are a number of strategies for differentiation;

- Differentiation by outcome.
- Differentiation by a carefully scaffolded sequence of activities.
- Differentiation by recording.
- Careful selection of resources / materials available.
- More open task / creative learning.
- Teachers use a range of approaches in styles of teaching to cater for the different ways in which children learn.

Assessment and Monitoring

Teachers carry out continual monitoring of each child's understanding, their achievement and progress made throughout the topic. These are recorded via the 'Seed Folder', and the subject leader reviews these to assess whether coverage and progression is being met through the whole school. This is seen in a range of sources including;

- Written work
- Spoken activities
- Maps, plans and sketches
- Group activities
- Field work
- Photographic evidence.

Health and Safety

Fieldwork is particularly important in geography, both day trip and residential.

When planning a visit, teachers are aware of the school emergency procedures for trips, and school and county policies on visits and excursions. (Health and safety policy, and Risk assessments using an online Risk Assessment system).

Role of the Subject Leader

The role of the subject leader is to

- Take responsibility for the purchase and organisation of resources for Geography by liaising with class teachers for wish lists and prioritising purchases
- Keep up to date with developments and inform colleagues as appropriate
- Monitor progress in Geography and the standard of work and quality of teaching and learning
- Supporting colleagues in the planning, teaching and assessment of Geography
- Writing and implementing the subject action plan linked to the School Improvement Plan