

Richmond Hill Primary School



Geography Policy 2022-2023

Respect. Confidence. Support. Friendship. Kindness. Being Safe. Honesty. Happiness

At Richmond Hill we believe: Every child has a right to a broad, balanced, coherent, consistent curriculum driven by high expectations of behaviour and achievement enveloped in a rich spectrum of experiences.

Our Golden Rule: 'Our children are at the heart of everything we do'

Introduction

Geography is the study of places. It explores the relationships between the world and its people. It studies the location of the physical and human features of the earth and the processes, systems and inter-relationships that create and influence them. It examines how people affect, manage and sustain their environment. Geographical enquiry helps children to learn about their immediate surroundings, the broader world and how the environment can affect their lives and determine decision-making. The study of geography helps to develop a sense of identity and promotes responsible citizenship.

Our Aims

Through our teaching of geography we aim to:

- Stimulate pupils' enthusiasm for, and curiosity about their surroundings and the wider world.
- Increase their knowledge and understanding of the different communities and cultures within Aspatia, Cumbria, Britain and the world - and how these relate to each other.
- Increase their knowledge and understanding of the changing world.
- Encourage pupils to ask questions and propose solutions to environmental problems within Richmond Hill School and the wider world.
- Develop pupils' competence in specific geographical skills (such as use of maps, IT, aerial photographs, data logging equipment and considering evidence from a range of sources).
- Foster a sense of responsibility and respect for our school grounds (in line with our outdoor learning policy) earth, its people and its resources.

Through geography we can also:

- Improve pupils' skills in literacy, numeracy and IT.
- Develop pupils' thinking skills.
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.
- Develop pupils as active citizens.

Entitlement and Equal Opportunities

We are committed to providing a teaching environment conducive to learning. All pupils are entitled to access the geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. Fieldwork may therefore have to be adapted to take into account individual requirements.

Strategies for Teaching Geography

Teaching and learning in geography will cater for all learning styles. The geography curriculum at Richmond Hill is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum. As an integral part of the teaching and

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learning of geography children will be given the opportunity to undertake purposeful fieldwork, communicating their findings in a variety of ways. Where possible this will involve teaching pupil about their local area, in-line with our school curriculum drivers. The curriculum has been planned out according to the national curriculum as a basis but touching on local studies where possible.

The Role of Geography Leader

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing geography.
- Renew, update and oversee the audit of resources needed to deliver the curriculum.
- Monitor and evaluate the learning and teaching of geography in a variety of ways.
- Develop assessment and record keeping to ensure progression and continuity.
- Support developments in the teaching and learning of geography and incorporate these into the curriculum where appropriate.
- To organise Geography coverage within the curriculum and to ensure progression and development.

Assessment

Opportunities for assessment have been identified for each age group and planned out across the school. These will be based on an assessment of key skills and essential knowledge and understanding within Geography. Methods of assessment will vary as appropriate to the learning and incorporate pupil voice. Reporting to parents will occur annually within a child's written end of year report.

Resources

Geography resources are allocated according to what units are taught in each age group. Children will have the opportunity to use the following resources: globes, atlases, visual media (including aerial photographs), information books, OS maps, graphs, compasses, measuring equipment and IT such as Digimap.

Health and Safety

For fieldwork trips, consideration is given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out geography activities.

Monitoring and Evaluation

The teaching and learning of geography will be monitored in several ways. Analysis of medium term planning which follows golden thread enquiry questions, pupil interviews, analysis of assessment data, book looks, learning walks and lesson observations.

Environment

Learning walls in each classroom are specific to a geography theme for the lessons that half term, to highlight key knowledge and vocabulary. In order to allow children's understanding to deepen, walls are covered in various map and atlas styles and photographs, so that children are immersed in the subject and the skills. A range of texts are used to develop children's geographical understanding and cross-curricular links are developed where possible. A range of non-fiction texts are available in reading areas for pupils to access regularly.

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Curriculum Overview

In the EYFS pupils develop their knowledge and understanding of the world by exploring and investigating the school grounds and local town.

In Key Stage 1 this is built on by extending pupil awareness of other locations around the world and well as looking at local areas in more depth to understand them better and the processes which may take place there.

At Key Stage 2, pupil deepen their comparing and contrasting skills. They also deepen their knowledge of human and physical geographical features on various scales.

For more details on the Geography curriculum, see our Intent document.