



Manor Field
PRIMARY SCHOOL
Respect Believe Achieve



Geography Policy	
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Article 29 (Goals of Education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Mission Statement:

At Manor Field School Everybody Matters

Vision Statement:

All pupils become socially and emotionally intelligent, as well as academically, so they can access all learning and life opportunities, now and in the future.

Miss Kelly Collins
Geography Lead
Written: June 2020

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1. Vision

As young Geographers, we are passionate that our children will be able to make better, more informed decisions about how to live their lives now and in the future. Geography teaches children essential knowledge about the ever changing world around them and how to improve the world through social and environmental action.

“Geographic skills provide the necessary tools and techniques for us to think geographically. They are central to geography’s distinctive approach to understanding Earth’s physical and human patterns and processes” - National Geographic

Throughout their time at Manor Field School, children will experience a range of Geography based themes which include a progression of Geographical skills, built upon year after year.

At Manor Field School we believe that all children should be given the opportunity to experience a high quality Geography education. As a result we have developed an exciting new curriculum which puts Geography teaching and learning right at its centre. Throughout their geographical journey in the Early Years and Key Stage 1, children will explore their local environment, locate and name parts of the UK, discover the continents and oceans and even explore the physical geography of the Arctic through links with their Curriculum Key Texts such as ‘Big Bear, Little Brother’ by Carl Norac and ‘Journey’ by Aaron Becker.

Moving into Key Stage 2 the children’s locational and place knowledge is strengthened

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and widened, as they discover the amazon rainforest, explore the countries of Europe, learn all about volcanoes and delve into the human and physical geography that made Britain an attractive destination for invaders. High quality Key Texts such as 'The Firework Maker's Daughter' and 'When the Mountains Roared' hook and motivate our pupils and provide an exciting context for their Geography learning.

We aim to give children a Geography rich education by using a range of different teaching approaches and enabling our young Geographers to learn through practical first hand experiences. Each theme is underpinned by a key question and further ancillary questions. This enables children to undertake an enquiry based approach to their learning. Examples of key questions for Geography themes include 'Where in the World is that?' and 'How do volcanoes affect us?' All themes are then broken down into more specific ancillary questions which support the children to break down the key question into manageable routes of enquiry.

2. Aims

The aims of geography are:

- To inspire pupils about the world around them and its people that will remain with them for the rest of their lives.
- To provide pupils with knowledge about diverse places, people, resources and natural human environments.
- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To obtain Geographical knowledge, understanding and skills.
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

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3. Curriculum overview

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working.

The Geography curriculum is split up into four strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Early Years

Geography is taught in the Early Years through Understanding the World. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. They learn about similarities and differences between themselves and others and among families, communities and traditions. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Key Stage 1

During Key Stage 1, pupils should develop knowledge about the world, the United Kingdom and their locality. They will compare and contrast different environments in all areas and the people who live there. They should understand basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2

During Key Stage 2, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will investigate a variety of people, places and environments and discover how people affect the environment and how they are affected by it. This will also include the

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location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

4. Geography curriculum planning

At Manor Field Primary school we have launched a new theme based curriculum which encompasses geography and aims to engage and excite all of our learners. Each year the children will be immersed in different geography led themes and will become young geographers in a cross curricular approach.

To ensure continuity and progression for all of our pupils the curriculum is carefully organised from the Early Years to Year 6 and enables the pupils' knowledge and understanding of geography to develop. We have introduced a skills progression to ensure each time an objective is revisited there is an increase in complexity and level of challenge. Each objective has been mapped across the different Geography based themes and a clear progression has been identified.

5. Fieldwork

Fieldwork will be carried out in all stages of the curriculum. In the Early Years, children are encouraged to explore their local environment and make observations about how different environments may vary from one another.

In Key Stage 1, children will use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

In Key Stage 2, children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. Children will also use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.

6. Enrichment

Geography is visible all around our school as our units are named after the World's seven continents and our classrooms are named after cities from all around the world.

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When children arrive back at school every September, they will become immersed in Geography as they will learn all about the location, culture and traditions of their new class name.

Each Year the children will also have the opportunity to visit Saddlescombe Farm and undertake activities linked to one of their themes. Throughout their time at Manor Field, children will experience a variety of different hands-on, practical fieldwork activities, which are a fantastic opportunity for the children to enhance their learning.

7. Monitoring

The subject is led by the Geography lead, ensuring skills are met across the year groups and the learning is appropriate. Medium Term planning is designed by class teachers and help and support is offered by the Subject Lead where necessary.

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations by the Subject leader.