

## Goonhavern Primary School



**Nurture the seed and together we will grow**

### **Geography Policy**

#### **Rational:**

It is our aim in teaching Geography at Goonhavern to encourage children to learn about and develop their knowledge and understanding of:

- Places, both local and global.
- Patterns and processes - both human and physical processes.
- Environmental change and sustainable development.
- Geographical enquiry and skills.
- Knowledge and Understanding of the world (Specifically related to the Foundation Stage).

These skills will help the children make sense of their surroundings and the wider world, its wonders and challenges.

#### **Purposes:**

- To enable children to develop key geographical skills as stated in the 'National Curriculum and EYFS' at an age appropriate level.
- Encourage geographical enquiry and questioning about the world we live in.
- To develop an interest and knowledge of the local area and the environment in which we live.
- Develop pupil's ability to describe the similarities and differences between places and offer explanations for the features of some places.
- Know how people both improve and damage their environments and the consequences of this damage.
- Recognise, describe and understand some of the physical and human processes which bring about change.
- To encourage accurate interpretation, recording and presentation of information gathered from enquiry, investigation and observation.
- Develop geographical vocabulary.

#### **Guidelines:**

- The teaching of Geography at Goonhavern is fully inclusive (as stated through our equal opportunities policy). Lessons offer both support and challenge for individual children where necessary.
- Lessons provide opportunities for children to work in groups of both of equal and mixed ability. They include opportunities to carry out fieldwork and go on educational trips to enhance geographical understanding.
- The teaching of Geography follows guidance of the 2014 National Curriculum for Key Stage One and Key Stage Two pupils.
- By the end of the Foundation Stage, children will have experienced and

improved their knowledge and understanding of the world. They have the opportunities to explore through the ages and stages as laid out in the Early Years Curriculum.

### **Planning:**

Planning takes the format of:

- Long term planning – topics/themes are different in all year groups and have been put in place to ensure progression of skills in geography.
- Short term planning– A weekly overview of Geography taught across the school that gives clear learning objectives and outcomes for lessons.
- The pupils also learn more about the environment through our sustainable schools project which runs alongside and feeds into our curriculum.

### **Cross- curricular links:**

- Geography is fed into our thematic approach to learning and lessons give opportunities for pupils to improve in varying curriculum areas particularly English, mathematics and ICT.
- The curriculum develops pupils thinking skills.
- It encourages pupils to be active citizens and promote an awareness and understanding of the community in which they live.

### **Marking:**

This is in line with the schools marking policy. It should be positive and consistent and give advice to improve geographical knowledge and understanding.

### **Monitoring/Assessment/Reporting:**

Monitoring is carried out by the Geography Co-ordinator and supported by the SLT and governors. The pupils are also involved in monitoring through our school council who oversee and help care/improve our school environment.

Assessment is based on teacher assessment .

In lessons there are opportunities for pupils to evaluate their own work and peer assessments to be carried out.

Parents are informed of pupil progress through parent consultations. In accordance with the school's policy parents will receive a learning journal which will provide evidence about all aspects of a pupil's school work at the end of the summer term.

This includes Geography and indicates to the parents the range of activities covered and areas of personal strength and weakness. It will also indicate to parents whether the individual is working in line with, above or below national expectations.

Revised and Reviewed: March 2016