



Edleston Primary School

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Geography Policy

Through our teaching of Geography at Edleston Primary School, we aim to develop the children's love and understanding of the world around them. We hope to foster and inspire their curiosity and fascination for the planet we all call home.

Intent

In order to do this we follow the programmes of study taken from the National Curriculum for Geography. Our teaching equips pupils with the knowledge about places and people, resources in the environment and an understanding of the interaction between physical and human processes that have shaped our landscape and environments. Geographical knowledge, understanding and skills provide the framework to explain how the Earth's features are shaped, interconnected and change over time. We also want the children to develop geographical skills through collecting and analysing data, using maps, atlases, globes, aerial photographs and digital mapping; and be able to name, identify and locate countries, continents and oceans across the planet. We encourage the children to be able to communicate their learning in a variety of ways including using sketch maps that include a key, diagrams, tables, graphs and of course writing. We aim to provide lessons in and outside of the classroom, that include fieldwork and educational visits, that enable the children to enjoy and be immersed in real life geography, whilst also giving them the opportunity to put their geographical skills into a first-hand experience.

Implementation

Geography is taught in every key stage in school, from early Years through to upper Key Stage 2. Each year group teaches specific elements of the curriculum pitched at the correct level, (see Edleston's Geographical progression of knowledge and skills document), across the academic year.

Each year group is taught skills and knowledge that include map work and field studies. They will be taught both human and physical aspects of Geography and how these have shaped environments and urban landscapes. Our curriculum is designed to build on each year's previous learning, and embeds the 'sticky' learning that consolidates not only a child's understanding of a subject, but also encourages their curiosity to find out more about it.

Foundation Stage.

Understanding the world 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. This is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.

The world: our children will learn about similarities and differences in relation to places, objects, materials and living things. They will talk about the features of their own immediate environment and how environments might vary from one another. They will make observations of animals and plants and explain why some things occur, and talk about changes that happen.

Impact

We are surrounded by the world we live in, and our surroundings have an effect on us all on a daily basis. Through the teaching of geographical knowledge and skills, we believe at Edleston that we encourage our children to be as responsible as they can be, and help to maintain and care for, not only the immediate world around them, but also for peoples and places across the world. We believe that knowing about and understanding the world around them, helps children develop this responsibility and gives them the confidence to implement changes that make our world a better place for everything that can be found here both now and in the future.

Monitoring

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits,
- meetings with the school parliament,
- sharing children's work
- feedback from staff.

Learning is monitored by the Leadership team and subject leaders across a variety of methods including:

- work scrutinies,

- learning walks,
- pupil interviews,
- analysing data.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects; deepening and broadening their knowledge and understanding of concepts.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.